



# REWARDS®

## COMMON CORE STANDARDS ALIGNMENT

***REWARDS®: Multisyllabic Word Reading Strategies***

***REWARDS® Plus: Reading Strategies Applied to Social Studies Passages***

***REWARDS® Plus: Reading Strategies Applied to Science Passages***

***REWARDS® Writing: Sentence Refinement***

Aligned to Grades 4–12 Common Core Standards

Date: 4-30-2011

## MISSION STATEMENT

“The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

--Common Core State Standards Initiative

## REWARDS<sup>®</sup>

*REWARDS* upholds the rigorous standards outlined by the Common Core State Standards Initiative. Aligning with standards from grades 4-12, *REWARDS* has been proven to accelerate progress toward reading proficiency.

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Includes the following strands: Literature, Informational Text, Writing, Speaking/Listening, and Language	

**Reading Standards for Literature**

College and Career Readiness Anchor Standards for Reading	Grade 4: <i>REWARDS Intermediate</i>	Grade 5: <i>REWARDS Intermediate</i> <i>REWARDS Writing</i>
<p><b>Key Ideas and Details</b></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b><i>REWARDS Intermediate</i>: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b><i>REWARDS Intermediate</i>: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>
	<p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b><i>REWARDS Intermediate</i>: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>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.</p> <p><b><i>REWARDS Intermediate</i>: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>
	<p>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).</p> <p><b><i>REWARDS Intermediate</i>: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>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).</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>
<p><b>Craft and Structure</b></p> <p>4. Interpret words and phrases as they are used in a text—including determining technical, connotative, and figurative meanings—and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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).</p> <p><b><i>REWARDS Intermediate</i> is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the <i>REWARDS Intermediate</i> program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</b></p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b><i>REWARDS Intermediate</i> is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the <i>REWARDS Intermediate</i> program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</b></p> <p><b>See <i>REWARDS Writing</i>: pp. 35, 48, 56, 81, 94, 112, 139,</b></p>

		<b>163, 200.</b>
	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.  <i><b>This is beyond the scope of REWARDS.</b></i>	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  <i><b>This is beyond the scope of REWARDS.</b></i>
	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <i><b>This is beyond the scope of REWARDS.</b></i>	6. Describe how a narrator's or speaker's point of view influences how events are described.  <i><b>This is beyond the scope of REWARDS.</b></i>
<b>Integration of Knowledge and Ideas</b>	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.  <i><b>This is beyond the scope of REWARDS.</b></i>	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).  <i><b>This is beyond the scope of REWARDS.</b></i>
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.	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.  <i><b>This is beyond the scope of REWARDS.</b></i>	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  <i><b>This is beyond the scope of REWARDS.</b></i>
<b>Range of Reading and Level of Text Complexity</b>	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.  <i><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></i>	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.  <i><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></i>
10. Read and comprehend complex literary and informational texts independently and proficiently.		

## Reading Standards for Informational Text

College and Career Readiness Anchor Standards for Reading	Grade 4	Grade 5
<p><b>Key Ideas and Details</b></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>
	<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>
	<p>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.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>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.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>
<p><b>Craft and Structure</b></p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><b>REWARDS Intermediate is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the REWARDS Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</b></p>	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>REWARDS Intermediate is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the REWARDS Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</b></p> <p><b>See REWARDS Writing: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</b></p>

	<p>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.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>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.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>This is beyond the scope of REWARDS.</b></p>	<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>This is beyond the scope of REWARDS.</b></p>
	<p>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.</p> <p><b>This is beyond the scope of REWARDS.</b></p>	<p>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.</p> <p><b>This is beyond the scope of REWARDS.</b></p>
	<p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>This is beyond the scope of REWARDS.</b></p>	<p>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).</p> <p><b>This is beyond the scope of REWARDS.</b></p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>This is beyond the scope of REWARDS.</b></p>	<p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>This is beyond the scope of REWARDS.</b></p>
	<p>10. By the end of the 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.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>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.</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>

**Reading Standards: Foundational Skills**

College and Career Readiness Anchor Standards for Reading	Grade 4	Grade 5
<b>Phonics and Word Recognition</b>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b><i>REWARDS Intermediate</i></b> is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the <i>REWARDS Intermediate</i> program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><b><i>REWARDS Intermediate</i></b> is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the <i>REWARDS Intermediate</i> program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</p> <p>See <b><i>REWARDS Writing</i></b>: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>
<b>Fluency</b>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><i>REWARDS Intermediate</i></b>: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><i>REWARDS Intermediate</i></b>: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p>
<b>Writing Standards</b>		
College and Career Readiness Anchor Standards for Reading	Grade 4	Grade 5
<b>Text Types and Purposes*</b>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p>

<p>relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>
	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><b><i>This is beyond the scope of REWARDS Intermediate.</i></b></p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><b><i>See REWARDS Writing: pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</i></b></p>
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b><i>This is beyond the scope of REWARDS Intermediate.</i></b></p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b><i>See REWARDS Writing: pp. 70-73, 87-89, 103-105, 115-</i></b></p>



		<b>117, 118-120, 136-138, 153-155, 263-265.</b>
	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <b><i>This is beyond the scope of REWARDS Intermediate.</i></b>	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <b>See <i>REWARDS Writing</i>: pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</b>
	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)  <b><i>This is beyond the scope of REWARDS Intermediate.</i></b>	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)  <b>See <i>REWARDS Writing</i>: pp. 64-66, 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 172-175, 242-244.</b>
	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  <b><i>This is beyond the scope of REWARDS.</i></b>	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  <b><i>This is beyond the scope of REWARDS.</i></b>
<b>Research to Build and Present Knowledge</b>	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <b><i>This is beyond the scope of REWARDS.</i></b>	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  <b><i>This is beyond the scope of REWARDS.</i></b>
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.  <b><i>This is beyond the scope of REWARDS.</i></b>	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  <b><i>This is beyond the scope of REWARDS.</i></b>
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
9. Draw evidence from literary or	a. Apply <i>grade 4 Reading standards</i> to literature (e.g.,	a. Apply <i>grade 5 Reading standards</i> to literature (e.g.,

informational texts to support analysis, reflection, and research.	<p>“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].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>	<p>“Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</p> <p>b. Apply <i>grade 5 Reading standards</i> 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].”).</p> <p><b>REWARDS Intermediate: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</b></p>
<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>See REWARDS Writing: pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</b></p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>See REWARDS Writing: pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</b></p>
<b>Speaking and Listening Standards</b>		
<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Grade 4</b>	<b>Grade 5</b>
<p><b>Comprehension and Collaboration</b></p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

	<b><i>This is beyond the scope of REWARDS.</i></b>	<b><i>This is beyond the scope of REWARDS.</i></b>
	3. Identify the reasons and evidence a speaker provides to support particular points.  <b><i>This is beyond the scope of REWARDS.</i></b>	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  <b><i>This is beyond the scope of REWARDS.</i></b>
<b>Presentation of Knowledge and Ideas</b>  4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <b><i>This is beyond the scope of REWARDS.</i></b>	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <b><i>This is beyond the scope of REWARDS.</i></b>
	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  <b><i>This is beyond the scope of REWARDS.</i></b>	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  <b><i>This is beyond the scope of REWARDS.</i></b>
	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)  <b><i>This is beyond the scope of REWARDS.</i></b>	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)  <b><i>This is beyond the scope of REWARDS.</i></b>

**Language Standards**

<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Conventions of Standard English</b>  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).

	<p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p> <p><b><i>This is beyond the scope of REWARDS Intermediate.</i></b></p>	<p><b>See <i>REWARDS Writing</i>: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b><i>This is beyond the scope of REWARDS Intermediate.</i></b></p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>See <i>REWARDS Writing</i>, pp. 267-285.</b></p>
<p><b>Knowledge of Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><b><i>This is beyond the scope of REWARDS Intermediate.</i></b></p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p><b>See <i>REWARDS Writing</i>: pp. 64-66, 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 172-175, 242-244.</b></p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise</p>

<p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><b>REWARDS Intermediate is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the REWARDS Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</b></p>	<p>meaning of key words and phrases.</p> <p><b>REWARDS Intermediate is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the REWARDS Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</b></p>
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>This is beyond the scope of REWARDS Intermediate.</b></p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>See REWARDS Writing, pp. 192-194.</b></p>
	<p>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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p><b>REWARDS Intermediate is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the REWARDS Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57,</b></p>	<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p><b>REWARDS Intermediate is based on the fact that 80 percent of multisyllabic English words contain at least one prefix or suffix. Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the REWARDS Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167. See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 51, 57, 60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-</b></p>

	<b>60, 70, 76, 79, 85, 88-89, 108-109, 115, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235.</b>	<b>139, 168-169, 176-177, 193-194, 201-202, 235.</b> <b>See <i>REWARDS Writing</i>: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</b>
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<b>Reading Standards for Literature</b>			
<b>College and Career Readiness Anchor Standards for Reading</b>	<b>Grade 6: REWARDS Intermediate REWARDS Secondary REWARDS Science REWARDS Social Studies REWARDS Writing</b>	<b>Grade 7: REWARDS Intermediate REWARDS Secondary REWARDS Science REWARDS Social Studies REWARDS Writing</b>	<b>Grade 8: REWARDS Intermediate REWARDS Secondary REWARDS Science REWARDS Social Studies REWARDS Writing</b>
<b>Key Ideas and Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i><b>This is beyond the scope of REWARDS.</b></i>	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i><b>This is beyond the scope of REWARDS.</b></i>	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  <i><b>This is beyond the scope of REWARDS.</b></i>
	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.  <i><b>This is beyond the scope of REWARDS.</b></i>	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  <i><b>This is beyond the scope of REWARDS.</b></i>	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  <i><b>This is beyond the scope of REWARDS.</b></i>
	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  <i><b>This is beyond the scope of REWARDS.</b></i>	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <i><b>This is beyond the scope of REWARDS.</b></i>	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  <i><b>This is beyond the scope of REWARDS.</b></i>
<b>Craft and Structure</b> 4. Interpret words and phrases as they are used in a text,	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

<p>including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>Although this Literature standard is beyond the scope of REWARDS, students learn new vocabulary in various ways:</b></p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>	<p>meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>Although this Literature standard is beyond the scope of REWARDS, students learn new vocabulary in various ways:</b></p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>	<p>meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>Although this Literature standard is beyond the scope of REWARDS, students learn new vocabulary in various ways:</b></p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>
	<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>This is beyond the scope of REWARDS.</b></p>	<p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>This is beyond the scope of</b></p>



	<b><i>This is beyond the scope of REWARDS.</i></b>		<b>REWARDS.</b>
	6. Explain how an author develops the point of view of the narrator or speaker in a text.  <b><i>This is beyond the scope of REWARDS.</i></b>	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  <b><i>This is beyond the scope of REWARDS.</i></b>	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  <b><i>This is beyond the scope of REWARDS.</i></b>
<b>Integration of Knowledge and Ideas</b> 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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 with what they perceive when they listen or watch.  <b><i>This is beyond the scope of REWARDS.</i></b>	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  <b><i>This is beyond the scope of REWARDS.</i></b>	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  <b><i>This is beyond the scope of REWARDS.</i></b>
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
	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.  <b><i>This is beyond the scope of REWARDS.</i></b>	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  <b><i>This is beyond the scope of REWARDS.</i></b>	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  <b><i>This is beyond the scope of REWARDS.</i></b>
<b>Range of Reading and Level of Text Complexity</b> 10. Read and comprehend	10. By the end of the year, read and comprehend literature—including stories, dramas, and poems—in the grades 6–8	10. By the end of the year, read and comprehend literature—including stories, dramas, and poems—in the grades 6–8	10. By the end of the year, read and comprehend literature—including stories, dramas, and poems—at the

complex literary and informational texts independently and proficiently.	text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>This is beyond the scope of REWARDS.</i>	text complexity band proficiently, with scaffolding as needed at the high end of the range.  <i>This is beyond the scope of REWARDS.</i>	high end of grades 6–8 text complexity band independently and proficiently.  <i>This is beyond the scope of REWARDS.</i>
<b>Reading Standards for Informational Text</b>			
<b>College and Career Readiness Anchor Standards for Writing</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<p><b>Key Ideas and Details</b></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b>REWARDS Plus Social Studies</b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><b>REWARDS Plus Science</b></p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b>REWARDS Plus Social Studies</b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p>	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b>REWARDS Plus Social Studies</b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p>

	<p><b>See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities:</b> pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p><b><i>REWARDS Plus Science</i></b> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p><b><i>REWARDS Plus Science</i></b> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>
	<p>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.</p> <p><b><i>REWARDS Intermediate</i></b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b><i>REWARDS Secondary</i></b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b><i>REWARDS Plus Social Studies</i></b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><b><i>REWARDS Plus Science</i></b> See Passage Reading and Comprehension Activities,</p>	<p>2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b><i>REWARDS Intermediate</i></b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b><i>REWARDS Secondary</i></b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b><i>REWARDS Plus Social Studies</i></b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><b><i>REWARDS Plus Science</i></b> See Passage Reading and Comprehension Activities, Comprehension and Expository</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b><i>REWARDS Intermediate</i></b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b><i>REWARDS Secondary</i></b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b><i>REWARDS Plus Social Studies</i></b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><b><i>REWARDS Plus Science</i></b> See Passage Reading and Comprehension Activities,</p>

	<p><b>Comprehension and Expository Writing Activities:</b> pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p><b>Writing Activities:</b> pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p><b>Comprehension and Expository Writing Activities:</b> pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>
	<p>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).</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b>REWARDS Plus Social Studies</b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><b>REWARDS Plus Science</b> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b>REWARDS Plus Social Studies</b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><b>REWARDS Plus Science</b> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203,</p>	<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><b>REWARDS Plus Social Studies</b> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><b>REWARDS Plus Science</b> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203,</p>

		222, 236.	222, 236.
<p><b>Craft and Structure</b></p> <p>4. Interpret words and phrases as they are used in a text—including determining technical, connotative, and figurative meanings—and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to one another and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>
	<p>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.</p> <p><b>This is beyond the scope of</b></p>	<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>This is beyond the scope of</b></p>	<p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>This is beyond the scope of</b></p>

	<b>REWARDS.</b>	<b>REWARDS.</b>	<b>REWARDS.</b>
	<p>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><i>This is beyond the scope of REWARDS.</i></p>	<p>6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><i>This is beyond the scope of REWARDS.</i></p>	<p>6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><i>This is beyond the scope of REWARDS.</i></p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.</p>	<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>REWARDS Plus Social Studies</b> See pp. 75, 111, 135, 157, 177, 187, 197, 207, 217.</p> <p><b>REWARDS Plus Science</b> See pp. 81-83, 135-137, 167-169, 199-201, 227-229, 255-257, 283-285.</p>	<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><i>This is beyond the scope of REWARDS.</i></p>	<p>7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><i>This is beyond the scope of REWARDS.</i></p>
	<p>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.</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where students read and then answer</p>	<p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b> See Passage Reading activities where</p>	<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>REWARDS Intermediate</b> See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><b>REWARDS Secondary</b></p>

	<p>comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><i>REWARDS Plus Social Studies</i> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><i>REWARDS Plus Science</i> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p>students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><i>REWARDS Plus Social Studies</i> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><i>REWARDS Plus Science</i> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p>See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><i>REWARDS Plus Social Studies</i> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><i>REWARDS Plus Science</i> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>
	<p>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).</p> <p><i>This is beyond the scope of REWARDS.</i></p>	<p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><i>This is beyond the scope of REWARDS.</i></p>	<p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><i>This is beyond the scope of REWARDS.</i></p>
<p><b>Range of Reading and Level of Text Complexity</b> 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>REWARDS Intermediate</i></p>	<p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>REWARDS Intermediate</i></p>	<p>10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p><i>REWARDS Intermediate</i></p>

	<p>See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><i>REWARDS Secondary</i> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><i>REWARDS Plus Social Studies</i> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><i>REWARDS Plus Science</i> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p>See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><i>REWARDS Secondary</i> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><i>REWARDS Plus Social Studies</i> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><i>REWARDS Plus Science</i> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>	<p>See Passage Reading activities where students read and then answer comprehension questions: pp. 225-228, 238-241, 251-253, 263-265, 275-278.</p> <p><i>REWARDS Secondary</i> See Passage Reading activities where students read and then answer comprehension questions: pp. 155-161, 172-174, 186-189, 200-203, 239-242.</p> <p><i>REWARDS Plus Social Studies</i> See Passage Reading and Comprehension Activities, multiple choice comprehension questions, and Expository Writing Activities: pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202.</p> <p><i>REWARDS Plus Science</i> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities: pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236.</p>
<b>Writing Standards</b>			
<b>College and Career Readiness Anchor Standards for Writing</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Text Types and Purposes*</b> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or



<p>relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p><b><i>REWARDS Plus Social Studies</i></b>  <b>See Extended Response activities: pp. 116-117, 127-128, 150-151, 171-172.</b></p>	<p>logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b><i>REWARDS Plus Social Studies</i></b>  <b>See Extended Response activities: pp. 116-117, 127-128, 150-151, 171-172.</b></p>	<p>opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b><i>REWARDS Plus Social Studies</i></b>  <b>See Extended Response activities: pp. 116-117, 127-128, 150-151, 171-172.</b></p>
	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and</p>

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><b><i>REWARDS Plus Social Studies</i></b>  <b>See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</b></p> <p><b><i>REWARDS Plus Science</i></b>  <b>See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</b></p>	<p>cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><i>REWARDS Plus Social Studies</i></b>  <b>See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</b></p> <p><b><i>REWARDS Plus Science</i></b>  <b>See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</b></p>	<p>clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><i>REWARDS Plus Social Studies</i></b>  <b>See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</b></p> <p><b><i>REWARDS Plus Science</i></b>  <b>See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</b></p>
	<p>3. Write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory</p>	<p>3. Write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory</p>	<p>3. Write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>

	<p>language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>
<p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b><i>REWARDS Plus Social Studies</i></b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b><i>REWARDS Plus Science</i></b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b><i>REWARDS Writing</i></b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b><i>REWARDS Plus Social Studies</i></b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b><i>REWARDS Plus Science</i></b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b><i>REWARDS Writing</i></b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b><i>REWARDS Plus Social Studies</i></b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b><i>REWARDS Plus Science</i></b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b><i>REWARDS Writing</i></b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>
	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language</p>

	<p><b>REWARDS Writing</b> See pp. 64-66, 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 172-175, 242-244</p>	standards 1–3 up to and including grade 7 on page 52.)	Language standards 1–3 up to and including grade 8 on page 52.)
	<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>
<p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>
	<p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b><i>This is beyond the scope of</i></b></p>	<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b><i>This is beyond the scope of</i></b></p>

		<b>REWARDS.</b>	<b>REWARDS.</b>
	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “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.”).</p> <p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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.”).</p> <p><b>REWARDS Plus Social Studies</b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b>REWARDS Plus Science</b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).</p> <p><b>REWARDS Plus Social Studies</b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b>REWARDS Plus Science</b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).</p> <p><b>REWARDS Plus Social Studies</b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b>REWARDS Plus Science</b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p>
<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>REWARDS Plus Social Studies</b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>REWARDS Plus Social Studies</b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>REWARDS Plus Social Studies</b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p>

	<p><b>REWARDS Plus Science</b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b>REWARDS Writing</b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>	<p><b>REWARDS Plus Science</b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b>REWARDS Writing</b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>	<p><b>REWARDS Plus Science</b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b>REWARDS Writing</b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>
<b>Speaking and Listening Standards</b>			
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<p><b>Comprehension and Collaboration</b></p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own</p>

	<p><b>REWARDS Plus Science</b> See Passage Reading and Comprehension Activities where students work with partners: pp. 199-203, 217-218, 227-230.</p>	<p><b>REWARDS Plus Science</b> See Passage Reading and Comprehension Activities where students work with partners: pp. 199-203, 217-218, 227-230.</p>	<p>views in light of the evidence presented.</p> <p><b>REWARDS Plus Science</b> See Passage Reading and Comprehension Activities where students work with partners: pp. 199-203, 217-218, 227-230.</p>
	<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>REWARDS Plus Social Studies</b> See pp. 75, 111, 135, 157, 177, 187, 197, 207, 217.</p> <p><b>REWARDS Plus Science</b> See pp. 81-83, 135-137, 167-169, 199-201, 227-229, 255-257, 283-285.</p>	<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>REWARDS Plus Social Studies</b> See pp. 75, 111, 135, 157, 177, 187, 197, 207, 217.</p> <p><b>REWARDS Plus Science</b> See pp. 81-83, 135-137, 167-169, 199-201, 227-229, 255-257, 283-285.</p>	<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>REWARDS Plus Social Studies</b> See pp. 75, 111, 135, 157, 177, 187, 197, 207, 217.</p> <p><b>REWARDS Plus Science</b> See pp. 81-83, 135-137, 167-169, 199-201, 227-229, 255-257, 283-285.</p>
	<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>This is beyond the scope of REWARDS.</b></p>	<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><b>This is beyond the scope of REWARDS.</b></p>	<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.</p> <p><b>This is beyond the scope of REWARDS.</b></p>
<p><b>Presentation of Knowledge and Ideas</b> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the</p>	<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate</p>

<p>organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b><i>REWARDS Plus Social Studies</i></b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b><i>REWARDS Plus Science</i></b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b><i>REWARDS Writing</i></b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>	<p><b><i>REWARDS Plus Social Studies</i></b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b><i>REWARDS Plus Science</i></b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b><i>REWARDS Writing</i></b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>	<p>volume, and clear pronunciation.</p> <p><b><i>REWARDS Plus Social Studies</i></b> See pp. 69-70, 92-93, 105-106, 116-117, 127-128, 150-151, 171-172.</p> <p><b><i>REWARDS Plus Science</i></b> See pp. 71-72, 89-90, 92-93, 158-161, 190-193, 234-236, 275-277.</p> <p><b><i>REWARDS Writing</i></b> See pp. 70-73, 87-89, 103-105, 115-117, 118-120, 136-138, 153-155, 263-265.</p>
	<p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>
	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><b><i>This is beyond the scope of REWARDS.</i></b></p>
<b>Language Standards</b>			
<b>College and Career Readiness Anchor Standards for Language</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>



<p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>
<p><b>Knowledge of Language</b></p>	<p>3. Use knowledge of language and its</p>	<p>3. Use knowledge of language and its</p>	<p>3. Use knowledge of language and its</p>

<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader/listener interest, and style.*  b. Maintain consistency in style and tone.*</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>	<p>conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>	<p>conventions when writing, speaking, reading, or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>See REWARDS Writing: pp. 39, 64-66, 70-73, 87-89, 100, 103-105, 109, 115-117, 118-120, 121, 136-138, 150, 153-155, 172-175, 242-244, 267-285.</b></p>
<p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.  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.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  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).</p> <p><b>REWARDS Intermediate</b></p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.  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.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  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).</p> <p><b>REWARDS Intermediate</b></p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.  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.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase.</p> <p><b>REWARDS Intermediate</b>  <b>See Vocabulary activities: pp. 60, 70,</b></p>

<p>expression.</p>	<p><b>See Vocabulary activities:</b> pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>	<p><b>See Vocabulary activities:</b> pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>	<p><b>79, 88-89, 108-109, 118-119, 138-139, 168-169.</b></p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 35, 48, 56, 81, 94, 112, 139, 163, 200.</p>
	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 18, 32,</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 18, 32,</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 18, 32, 35, 48, 56, 60, 70, 81, 94, 112, 139,</p>

	35, 48, 56, 60, 70, 81, 94, 112, 139, 163, 172, 184, 200.	35, 48, 56, 60, 70, 81, 94, 112, 139, 163, 172, 184, 200.	163, 172, 184, 200.
	<p>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.</p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 18, 32, 35, 48, 56, 60, 70, 81, 94, 112, 139, 163, 172, 184, 200.</p>	<p>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.</p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 18, 32, 35, 48, 56, 60, 70, 81, 94, 112, 139, 163, 172, 184, 200.</p>	<p>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.</p> <p><b>REWARDS Intermediate</b> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169.</p> <p><b>REWARDS Plus Social Studies</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57.</p> <p><b>REWARDS Plus Science</b> Students learn to decode new vocabulary words and then apply these skills to sentence-reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57.</p> <p><b>REWARDS Writing</b> See Word Choice activities: pp. 18, 32, 35, 48, 56, 60, 70, 81, 94, 112, 139, 163, 172, 184, 200.</p>