

Minnesota K-12 Academic Standards in Language Arts
Curriculum and Assessment Alignment Form
Rewards Intermediate Grades 4-6

4	<p>I. READING AND LITERATURE</p> <p>A. Word Recognition, Analysis, and Fluency</p>	<p>The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.</p>	<ol style="list-style-type: none"> 1. Read unfamiliar complex and multisyllabic words using advanced phonetic and structural analysis in -appropriate text. 2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression. 	<ol style="list-style-type: none"> 1. Students begin in Lesson 1 how to segment words into decodable “chunks”, learn how to say word parts, and then use this knowledge to say whole words. See Rewards Intermediate, pp. 26, 28, 32, 50, 65, 83, 113, 143, 172-173, 181-183, 197-199, 231-233, 244-246 2. See Passage Reading activities where students read specifically for accuracy and fluency: pp. 225-228, 238-241, 251-253, 263-265, 275-278
4	<p>B. Vocabulary Expansion</p>	<p>The student will use a variety of strategies to expand reading, listening and speaking vocabularies.</p>	<ol style="list-style-type: none"> 1. Acquire, understand and use new vocabulary through explicit instruction and independent reading. 2. Identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts. 3. Use dictionaries or glossaries to find the meaning of new words. 4. Use context and word structure to determine word meanings. 5. Use knowledge of prefixes and suffixes to determine the meaning of unknown words. 	<ol style="list-style-type: none"> 1. See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235 2. See Reading Parts of Real Words activities: pp. 28, 46, 55, 74, 103, 113, 133, 143, 153 See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 128-129, 138-139, 168-169, 176-177, 193-194, 201-202, 235 3. This is not explicitly addressed in Rewards Intermediate 4. See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235 5. Rewards Intermediate is based on the fact that eighty 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

				<p>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</p> <p>See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 128-129, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p>
4	C. Comprehension	The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.	<ol style="list-style-type: none"> 1. Read aloud -appropriate text (that has not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text to prepare for reading. 3. Generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding. 4. Summarize and paraphrase what is read. 5. Infer and identify main idea and determine relevant details in non-fiction text. 6. Distinguish fact from opinion, determine cause and effect, and draw conclusions. 7. Demonstrate relationships between ideas or events in the texts using graphic organizers. 8. Monitor comprehension, notice when reading breaks down and use strategies to self-correct. 9. Follow multiple-step written instructions. 10. Compare and contrast information on the same topic from two sources. 	<ol style="list-style-type: none"> 1. See Sentence Reading activities in Rewards Intermediate, pp. 178, 186, 194, 202 2. See Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275 3. through 5. See Passage Reading activities where students read specifically for accuracy and fluency: pp. 225-228, 238-241, 251-253, 263-265, 275-278 6. This is not explicitly addressed in Rewards Intermediate. 7. This is not explicitly addressed in Rewards Intermediate. 8. See Passage Reading activities where students read specifically for accuracy and fluency. Students increase fluency by reading each passage to themselves twice, and then once to a partner: pp. 225-228, 238-241, 251-253, 263-265, 275-278 9. Students follow multi-step <i>oral</i> directions in each activity in all Rewards Intermediate lesson. See all activities in all Lessons. 10. This is not explicitly addressed in Rewards Intermediate.

4	D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	<ol style="list-style-type: none"> 1. Read and respond to a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. 2. Identify, respond to, and compare and contrast the literary elements of characterization, plot, setting and theme. 3. Identify patterns of sounds such as rhyme and rhythm in poetry. 4. Compare and evaluate similar works by different authors in the same genre or theme. 5. Compare and evaluate two works by the same author. 6. Identify first person and third person point of view. 7. Identify and determine the meanings of similes and metaphors. 8. Critically read and evaluate text to determine author's purpose and point of view. 9. Respond to literature using ideas and details from the text to support reactions and make literary connections. 10. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment. 	<ol style="list-style-type: none"> 1. See Passage Reading activities where students read specifically for accuracy and fluency: pp. 225-228, 238-241, 251-253, 263-265, 275-278 2. See Passage Reading activities where students read specifically for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278 3. through 8. These standards are not explicitly addressed in Rewards Intermediate. 9. See Passage Reading activities where students respond to passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278 10. This is not explicitly addressed in Rewards Intermediate.
4	II. WRITING A. Types of Writing	The student will compose various pieces of writing.	<ol style="list-style-type: none"> 1. Write in a variety of styles to express meaning, including: <ol style="list-style-type: none"> a. descriptive b. narrative c. informative d. friendly letter e. poetic f. persuasive g. thank you note. 	This is not explicitly addressed in Rewards Intermediate.

	B. Elements of Composition	The student will engage in writing, with attention to organization, focus and quality of ideas.	<ol style="list-style-type: none"> 1. Write topic sentences. 2. Create multiple paragraph compositions that include: <ol style="list-style-type: none"> a. correct paragraph indentation style b. an introductory paragraph formulating a thesis c. supporting evidence that upholds an overall thesis d. a concluding paragraph as a summary. 3. Use composing processes, including: <ol style="list-style-type: none"> a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. 4. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression. 5. Use verbalization (discussions, interviews, brainstorming) to prepare for writing. 6. Consider audience in composing texts. 	These standards are not explicitly addressed in Rewards Intermediate.
4	C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing.	<ol style="list-style-type: none"> 1. Compose complete sentences when writing. 2. Identify and correct spelling of frequently used words and common homophones. 3. Spell roots, suffixes, prefixes, and syllable constructions correctly. 4. Apply grammar conventions correctly in 	<ol style="list-style-type: none"> 1. This is not explicitly addressed in Rewards Intermediate. 2. See Spelling Dictation activities: pp. 34, 43, 52, 61, 71, 80, 89, 99, 119, 129, 139, 149, 159, 169, 175, 184, 192, 200, 208, 221, 234, 247, 259, 271 3. For a list of affixes taught in the Rewards

			<p>writing, including:</p> <ol style="list-style-type: none"> verb tense adverbs prepositions subject and verb agreement possessive pronouns. <p>5. Apply punctuation conventions correctly in writing, including:</p> <ol style="list-style-type: none"> apostrophes capitalization of proper nouns abbreviations sentence beginnings commas in a series quotation marks. 	<p>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</p> <p>See also Spelling Dictation activities, where students use their knowledge of word parts to spell words correctly: pp. 34, 43, 52, 61, 71, 80, 89, 99, 119, 129, 139, 149, 159, 169, 175, 184, 192, 200, 208, 221, 234, 247, 259, 271</p> <p>4. This is not explicitly addressed in Rewards Intermediate.</p> <p>5. This is not explicitly addressed in Rewards Intermediate.</p>
4	D. Research	The student will locate and use information in reference materials.	1. Locate information in various reference materials including dictionaries, online dictionaries, glossaries, encyclopedias, and the Internet.	This is not explicitly addressed in Rewards Intermediate.
4	E. Handwriting and Word Processing	The student will write legibly and use a keyboard.	<ol style="list-style-type: none"> Write legibly in both print and cursive. Apply basic keyboarding skills. 	These standards are not explicitly addressed in Rewards Intermediate.
4	<p>III. SPEAKING, LISTENING AND VIEWING</p> <p>A. Speaking and Listening</p>	The student will demonstrate understanding and communicate effectively through listening and speaking.	<ol style="list-style-type: none"> Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. Demonstrate active listening and comprehension. Give oral presentations to different audiences for different purposes. Organize and summarize ideas, using evidence to support opinions or main ideas. Perform expressive oral readings of prose, poetry or drama. 	<ol style="list-style-type: none"> and 2. See Passage Reading activities where students participate in discussion about passages just read, and where they show comprehension of passages read orally and quietly to themselves: pp. 225-228, 238-241, 251-253, 263-265, 275-278 This is not explicitly addressed in Rewards Intermediate. See Comprehension Questions, where students discuss main ideas of passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278 See Passage Reading activities where students read specifically for accuracy and fluency. Students increase fluency by reading each passage to themselves twice, and then

				once aloud to a partner: pp. 225-228, 238-241, 251-253, 263-265, 275-278
4	C. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	<ol style="list-style-type: none"> 1. Read print, view pictures and video images and listen to audio files and identify distinctions in how information is presented in print and non-print materials. 2. Begin to make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers. 3. Use print, pictures, audio and video to express ideas and knowledge gleaned from these sources. 	These standards are not explicitly addressed in Rewards Intermediate.
5	I. READING AND LITERATURE A. Word Recognition, Analysis, and Fluency	The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.	<ol style="list-style-type: none"> 1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis. 2. Read aloud narrative and expository text with fluency, accuracy and appropriate pacing, intonation and expression. 	<ol style="list-style-type: none"> 1. Students begin in Lesson 1 how to segment words into decodable “chunks”, learn how to say word parts, and then use this knowledge to say whole words. See Rewards Intermediate, pp. 26, 28, 32, 50, 65, 83, 113, 143, 172-173, 181-183, 197-199, 231-233, 244-246 2. See Passage Reading activities where students read specifically for accuracy and fluency: pp. 225-228, 238-241, 251-253, 263-265, 275-278
5	B. Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	<ol style="list-style-type: none"> 1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading. 2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts. 3. Use word reference materials, such as dictionaries, thesauruses, to understand and express word meaning. 4. Analyze word structure and use context clues in order to understand new words. 	<ol style="list-style-type: none"> 1. See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235 2. See Reading Parts of Real Words activities: pp. 28, 46, 55, 74, 103, 113, 133, 143, 153 See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 128-129, 138-139, 168-169, 176-177, 193-194, 201-202, 235 3. This is not explicitly addressed in Rewards Intermediate

				<p>4. Rewards Intermediate is based on the fact that eighty 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</p> <p>See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 128-129, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p>
5	C. Comprehension	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	<ol style="list-style-type: none"> 1. Read aloud -appropriate text (that has not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text to prepare for reading. 3. Summarize and paraphrase key ideas from text. 4. Identify main idea and supporting details in fiction text. 5. Infer main ideas and determine relevant details in non-fiction texts. 6. Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization. 7. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 8. Distinguish fact from opinion and provide evidence to support conclusions. 9. Determine cause and effect and draw conclusions. 10. Compare and contrast information on the same topic from multiple sources. 	<ol style="list-style-type: none"> 1. See Sentence Reading activities in Rewards Intermediate, pp. 178, 186, 194, 202 2. See Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275 3. through 5. See Passage Reading activities where students read for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278 6. This is not explicitly addressed in Rewards Intermediate. 7. See Passage Reading activities where students answer questions about passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278 8. This is not explicitly addressed in Rewards Intermediate. 9. See Passage Reading activities where students read for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278

			<p>11. Critically read and evaluate text to identify author’s point of view and purpose.</p> <p>12. Notice when comprehension breaks down, reread and use strategies to self-correct.</p> <p>13. Follow multiple-step written directions.</p>	<p>10. 11. and 12. This is not explicitly addressed in Rewards Intermediate.</p> <p>13. Students follow multi-step <i>oral</i> directions in each activity in all Rewards Intermediate lesson. See all activities in all Lessons.</p>
5	D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	<p>1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.</p> <p>2. Identify and analyze literary elements and devices in works of fiction including characterization, plot, tone and theme and the ways they convey meaning.</p> <p>3. Evaluate nonfiction texts by analyzing structure, concept development, design and style.</p> <p>4. Interpret literature by answering questions that ask for analysis and evaluation.</p> <p>5. Distinguish among various literary genres and subgenres.</p> <p>6. Distinguish between third person omniscient and first person point of view.</p> <p>7. Identify and determine the meanings of similes and metaphors.</p> <p>8. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>1. See Passage Reading activities: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>2. through 7. These standards are not explicitly addressed in Rewards Intermediate.</p> <p>8. and 9. See Passage Reading activities where students read specifically for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p>
	II. WRITING A. Types of Writing	The student will compose various pieces of writing.	<p>1. Write in a variety of modes to express meaning, including:</p> <p>a. descriptive</p> <p>b. narrative</p> <p>c. informative</p> <p>d. formal letter</p>	This is not explicitly addressed in Rewards Intermediate.

			<ul style="list-style-type: none"> e. poetry f. persuasive g. thank you notes h. reports. 	
5	B. Elements of Composition	The student will engage in a writing process, with attention to organization, focus, quality of ideas, audience and a purpose.	<ol style="list-style-type: none"> 1. Write topic sentences. 2. Create multiple paragraph compositions that include: <ul style="list-style-type: none"> a. correct paragraph indentation style b. an introductory paragraph formulating a thesis or opinion c. supporting evidence in paragraph form that upholds the overall thesis or opinion d. a concluding paragraph as a summary. 3. Use composing processes, including: <ul style="list-style-type: none"> a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. 4. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression. 5. Consider the intended audience when composing text. 	These standards are not explicitly addressed in Rewards Intermediate.
5	C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing.	<ol style="list-style-type: none"> 1. Compose complete sentences when writing. 2. Edit written documents for correct spelling. 3. Spell roots, suffixes, prefixes, contractions, and syllable constructions 	<ol style="list-style-type: none"> 1. and 2. These standards are not explicitly addressed in Rewards Intermediate. 3. See Spelling Dictation activities: pp. 34, 43, 52, 61, 71, 80, 89, 99, 119, 129, 139, 149, 159, 169, 175, 184, 192, 200, 208, 221, 234, 247, 259, 271

			<p>correctly.</p> <p>4. Apply grammar conventions correctly in writing, including:</p> <ol style="list-style-type: none"> verb tense prepositional phrases adverbs subject and verb agreement with simple subjects possessive pronouns and plural possessives. <p>5. Apply punctuation conventions correctly in writing, including:</p> <ol style="list-style-type: none"> apostrophes capitalization of proper nouns abbreviations sentence beginnings commas quotation marks. 	<p>4. and 5. These standards are not explicitly addressed in Rewards Intermediate.</p>
5	D. Research	The student will locate and use information in reference materials.	<ol style="list-style-type: none"> 1. Locate and keep notes on the information in various reference materials including print and online dictionaries, glossaries, encyclopedias, CD reference materials and the Internet. 2. Formulate research questions and collect relevant information or perform observations that address such questions. 3. Define plagiarism and avoid its use. 	<p>These standards are not explicitly addressed in Rewards Intermediate.</p>
5	E. Handwriting and Word Processing	The student will write legibly and demonstrate effective keyboarding skills.	<ol style="list-style-type: none"> 1. Write legibly in cursive. 2. Apply keyboarding skills. 	<p>These standards are not explicitly addressed in Rewards Intermediate.</p>
5	<p>III. SPEAKING, LISTENING AND VIEWING</p> <p>A. Speaking and Listening</p>	The student will demonstrate understanding and communicate effectively through listening and speaking.	<ol style="list-style-type: none"> 1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Demonstrate active listening and comprehension. 3. Distinguish between speaker's opinion and verifiable facts. 4. Give oral presentations to various 	<p>1. and 2. See Passage Reading activities where students participate in discussion about passages just read, and where they show comprehension of passages read orally and quietly to themselves: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>3. and 4. These standards are not explicitly addressed in Rewards Intermediate.</p>

			<p>audiences for different purposes.</p> <p>5. Restate or summarize and organize ideas sequentially using evidence to support opinions and main ideas.</p> <p>6. Perform expressive oral readings of prose, poetry or drama.</p>	<p>5. See Comprehension Questions, where students discuss main ideas of passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>6. See Passage Reading activities where students read specifically for accuracy and fluency. Students increase fluency by reading each passage to themselves twice, and then once aloud to a partner: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p>
5	C. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	<p>1. Identify distinctions in how information is presented in print and non-print materials.</p> <p>2. Make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers.</p> <p>3. Evaluate the accuracy and credibility of information found on Internet sites.</p>	These standards are not explicitly addressed in Rewards Intermediate.
6	I. READING AND LITERATURE A. Word Recognition, Analysis, and Fluency	The student will read with accuracy and fluency.	<p>1. Read unfamiliar complex and multi-syllabic words using advanced phonetic analysis and structural analysis.</p> <p>2. Read narrative and expository text with fluency, accuracy and appropriate pacing.</p> <p>3. Apply correct word pronunciation and inflection.</p>	<p>1. Students begin in Lesson 1 how to segment words into decodable “chunks”, learn how to say word parts, and then use this knowledge to say whole words. See Rewards Intermediate, pp. 26, 28, 32, 50, 65, 83, 113, 143, 172-173, 181-183, 197-199, 231-233, 244-246</p> <p>2. See Passage Reading activities where students read specifically for accuracy and fluency: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>3. See Blending activities and Correcting activities: pp. 26, 30, 39, 48, 57, 67, 76-77, 85, 95, 100, 105, 115, 120, 135, 140, 145, 155, 160, 165</p>
6	B. Vocabulary Expansion	The student will use a variety of strategies to	1. Acquire, understand and use new vocabulary through explicit vocabulary	1. See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-

		<p>expand reading, listening and speaking vocabularies.</p>	<p>instruction and independent reading. 2. Analyze word structure and use cueing systems to understand new words. 3. Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools. 4. Determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes. 5. Recognize and interpret similes, metaphors, and words with multiple meanings.</p>	<p>109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>2. See Reading Parts of Real Words activities: pp. 28, 46, 55, 74, 103, 113, 133, 143, 153</p> <p>See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 128-129, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>3. This is not explicitly addressed in Rewards Intermediate</p> <p>4. Rewards Intermediate is based on the fact that eighty 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</p> <p>See Rewards Intermediate Vocabulary activities: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 128-129, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>5. This is not explicitly addressed in Rewards Intermediate</p>
<p>6</p>	<p>C. Comprehension</p>	<p>The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative</p>	<p>1. Summarize and paraphrase what is read. 2. Recall and use prior learning and preview text to prepare for reading. 3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 4. Apply a range of monitoring strategies and self-correction methods.</p>	<p>1. See Passage Reading activities where students recall what is read: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>2. See Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275</p> <p>3. See Passage Reading activities where students read specifically for comprehension,</p>

		comprehension.	<ol style="list-style-type: none"> 5. Identify the main idea and supporting details. 6. Retell significant sequences of events or ideas. 7. Distinguish fact from opinion and give examples from text. 8. Identify the author's purpose (stated or implied), audience and message. 9. Create outlines, logical notes and summaries across content areas. 10. Use texts' structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension. 11. Utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content. 12. Compare and contrast information from different sources on the same topic. 13. Critically read and evaluate to determine the author's purpose, point of view, audience and message. 	<p>and answer specific comprehension questions after reading: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>4. See Passage Reading activities where students read specifically for accuracy and fluency. Students increase fluency by reading each passage to themselves twice, and then once to a partner, correcting as they go: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>5. and 6. See Passage Reading activities where students read specifically for comprehension, and answer specific comprehension questions after reading: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>7. through 13. These standards are not explicitly addressed in Rewards Intermediate.</p>
6	D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	<ol style="list-style-type: none"> 1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. 2. Identify and describe the characteristics of various genres. 3. Identify and describe the relationships among elements of fiction including setting, character, plot, conflict/ resolution, theme and tone. 4. Analyze characters through identifying thoughts, words, actions and narrator's description. 5. Describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of a text. 	<p>1. See Passage Reading activities: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>2. and 3. See Passage Reading activities where students read specifically for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>4. See the Summative Question for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p> <p>5. This is not explicitly addressed in Rewards Intermediate.</p> <p>6. See Passage Reading activity in Lessons 21 and 22, pp. 225-226, 238-239</p>

			<p>6. Relate a given literary work to historical events (place, time and custom).</p> <p>7. Describe how meaning is conveyed in poetry the author’s stylistic choices.</p> <p>8. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>7. This is not explicitly addressed in Rewards Intermediate.</p> <p>8. and 9. See Passage Reading activities where students respond to passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p>
6	II. WRITING A. Types of Writing	The student will create informative, expressive and persuasive writing.	1. Write frequently in a variety of forms, including but not limited to the following: poems, stories, plays, essays, journals, letters, directions, editorials, business communications and reports. By the end of 8, the student will have written in all of the forms listed.	This is not explicitly addressed in Rewards Intermediate.
6	B. Elements of Composition	The student will engage in a writing process, with attention to organization, focus, quality of ideas and a purpose.	<p>1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</p> <p>2. Create narratives that develop settings, people/ characters, dialogue and conflicts using descriptive, concrete language to engage audiences.</p> <p>3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.</p> <p>4. Use composing processes to develop writing, including:</p> <p>a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus</p> <p>b. drafting – organizing, supporting and putting ideas into sentences and paragraphs</p> <p>c. revising – improving the quality of content, organization, sentence structure</p>	These standards are not explicitly addressed in Rewards Intermediate.

			<p>and word choice</p> <p>d. editing – correcting errors in spelling and grammar</p> <p>e. publishing – producing a document and sharing the writing with the audience.</p> <p>5. Consider the intended audience when composing text.</p>	
6	C. Spelling, Grammar, and Usage	<p>The student will apply standard English conventions when writing.</p> <p>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</p>	<p>1. Compose complete sentences when writing.</p> <p>2. Edit writing for correct spelling and sentence clarity.</p> <p>3. Apply grammar conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative case d. objective, and possessive pronouns e. subject and verb agreement when interrupted by a phrase. <p>4. Apply punctuation conventions correctly in writing, including:</p> <ul style="list-style-type: none"> a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (after opening words, in compound sentences, and after subordinating conjunctions) g. quotation marks (to identify dialogue). 	<p>1. This is not explicitly addressed in Rewards Intermediate.</p> <p>2. See Spelling Dictation activities: pp. 34, 43, 52, 61, 71, 80, 89, 99, 119, 129, 139, 149, 159, 169, 175, 184, 192, 200, 208, 221, 234, 247, 259, 271</p> <p>3. and 4. These standards are not explicitly addressed in Rewards Intermediate.</p>
6	D. Research	<p>The student will locate and use information in reference materials.</p>	<p>1. Gather and synthesize information from a variety of sources, including electronic and print.</p> <p>2. Clarify an understanding of text by creating outlines, logical notes and summaries across content areas.</p> <p>3. Cite sources for both quoted and paraphrased information in a bibliography</p>	<p>These standards are not explicitly addressed in Rewards Intermediate.</p>

			when writing a research report. 4. Define plagiarism and avoid its use.	
6	E. Handwriting and Word Processing	The student will write legibly and demonstrate effective keyboarding skills.	1. Write legibly in cursive. 2. Format handwritten and word-processed documents correctly.	These standards are not explicitly addressed in Rewards Intermediate.
6	III. SPEAKING, LISTENING AND VIEWING A. Speaking and Listening	Students will demonstrate understanding and communicate effectively through listening and speaking.	1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Know and apply listening rules and expectations for formal settings and demonstrate comprehension. 3. Actively listen and comprehend messages. 4. Apply assessment criteria to self-evaluate oral presentations. 5. Distinguish between a speaker's opinion and verifiable facts. 6. Orally communicate information, opinions and ideas effectively to different audiences for a variety of purposes. 7. Perform expressive oral readings of prose, poetry or drama.	1. 2. and 3. See Passage Reading activities where students participate in discussion about passages just read, and where they show comprehension of passages read orally and quietly to themselves: pp. 225-228, 238-241, 251-253, 263-265, 275-278 Students also listen to all directions given orally in the Rewards Intermediate program. 4. and 5. These standards are not explicitly addressed in Rewards Intermediate. 6. See the Summative Question for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278 7. See Passage Reading activities where students read specifically for accuracy and fluency. Students increase fluency by reading each passage to themselves twice, and then once aloud to a partner: pp. 225-228, 238-241, 251-253, 263-265, 275-278
6	C. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	1. Identify distinctions in how information is presented in print and non-print materials. 2. Evaluate the accuracy and credibility of information found on Internet sites. 3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.	These standards are not explicitly addressed in Rewards Intermediate.