

REWARDS[®]

Reading Excellence: Word Attack & Rate Development Strategies

**Utah Core Curriculum Language Arts Standards
Correlated with *REWARDS***

Grades 3–6



Cambium
LEARNING[®]

Sopris West[®]

**Utah Core Curriculum Language Arts Standards
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REWARDS Intermediate is a powerful reading intervention designed to teach struggling students in Grades 4-6* a flexible strategy for decoding long words and increasing reading fluency. *REWARDS* Intermediate is based on the original *REWARDS* and offers the same practical, research-validated approach for dramatically improving the reading skills—and reading confidence—of students performing below grade level.

* Although *REWARDS* Intermediate is targeted at struggling students in Grades 4-6, the program has been aligned here to Utah’s standards for Grades 3-6.

Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.				
1. Develop language through listening and speaking.	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained). Students participating in <i>REWARDS</i> Intermediate listen and read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained). Students participating in <i>REWARDS</i> Intermediate listen and read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained). Students participating in <i>REWARDS</i> Intermediate listen and read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained). Students participating in <i>REWARDS</i> Intermediate listen and read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize,	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize,	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize,

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	<p>Students follow multi-step oral directions in each activity in all <i>REWARDS</i> Intermediate lessons. See all activities in all Lessons.</p> <p>See Comprehension Questions, where students follow directions, answer questions and discuss main ideas of passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>elaborate forming an opinion with supporting evidence).</p> <p>Students follow multi-step oral directions in each activity in all <i>REWARDS</i> Intermediate lessons. See all activities in all Lessons.</p> <p>See Comprehension Questions, where students follow directions, answer questions and discuss main ideas of passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>elaborate forming an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective).</p> <p>Students follow multi-step oral directions in each activity in all <i>REWARDS</i> Intermediate lessons. See all activities in all Lessons.</p> <p>See Comprehension Questions, where students follow directions, answer questions and discuss main ideas of passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, emotion).</p> <p>Students follow multi-step oral directions in each activity in all <i>REWARDS</i> Intermediate lessons. See all activities in all Lessons.</p> <p>See Comprehension Questions, where students follow directions, answer questions and discuss main ideas of passages they have just read: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p>
	<p>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</p>	<p>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</p>	<p>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</p>	<p>c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</p>

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	See Passage Reading activities where students participate in a class discussion about passages just read orally: pp. 225-228, 238-241, 251-253, 263-265, 275-278	See Passage Reading activities where students participate in a class discussion about passages just read orally: pp. 225-228, 238-241, 251-253, 263-265, 275-278	See Passage Reading activities where students participate in a class discussion about passages just read orally: pp. 225-228, 238-241, 251-253, 263-265, 275-278	See Passage Reading activities where students participate in a class discussion about passages just read orally: pp. 225-228, 238-241, 251-253, 263-265, 275-278
	<p>d. Speak in complete sentences with appropriate subject- verb agreement.</p> <p>Students are always encouraged and reminded to speak in complete sentences when communicating in <i>REWARDS</i> Intermediate.</p>	<p>d. Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.</p> <p>Students are always encouraged and reminded to speak in complete sentences with appropriate subject-verb agreement when communicating in <i>REWARDS</i> Intermediate.</p>	<p>d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense, and syntax.</p> <p>Students are always encouraged and reminded to speak in complete sentences with correct syntax, tense, and subject-verb agreement when communicating in <i>REWARDS</i> Intermediate.</p>	<p>d. Speak using complex sentences with appropriate subject-verb agreement, correct verb tense, and syntax.</p> <p>Students are always encouraged and reminded to speak in complete sentences with correct syntax, tense, and subject-verb agreement when communicating in <i>REWARDS</i> Intermediate.</p>
2. Develop language through viewing media and presenting.	a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction,	a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/ non-fiction,	a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/ non-fiction,	a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/ non-fiction,

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	<p>distinguish between fact/opinion, form an opinion).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>distinguish between fact/opinion, form an opinion, determine presentation’s accuracy).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>distinguish between fact/opinion, form an opinion, determine presentation’s accuracy/bias).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>distinguish between fact/opinion, form an opinion, determine presentation’s accuracy/ bias, analyze and critique persuasive techniques).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>b. Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings, informational reports) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
Standard 2 (Concepts of Print): Students develop an understanding of how printed language works.				
1. Demonstrate an understanding that print carries “the” message.	<p>Mastered/Maintained</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>Mastered/Maintained</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>Mastered/Maintained</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>Mastered/Maintained</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	Intermediate.	Intermediate.	Intermediate.	Intermediate.
2. Demonstrate knowledge of elements of print within a text.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.
Standard 3 (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness.				
1. Demonstrate phonological awareness.	Mastered/Maintained See Oral activities, Reading Word Parts activities, and Prefix and Suffix activities: pp. 30, 39, 40-41, 48, 55, 57, 67, 74, 76, 86-87, 93, 95, 106-107, 115, 123, 125, 135, 146-147, 155, 165	Mastered/Maintained See Oral activities, Reading Word Parts activities, and Prefix and Suffix activities: pp. 30, 39, 40-41, 48, 55, 57, 67, 74, 76, 86-87, 93, 95, 106-107, 115, 123, 125, 135, 146-147, 155, 165	Mastered/Maintained See Oral activities, Reading Word Parts activities, and Prefix and Suffix activities: pp. 30, 39, 40-41, 48, 55, 57, 67, 74, 76, 86-87, 93, 95, 106-107, 115, 123, 125, 135, 146-147, 155, 165	Mastered/Maintained See Oral activities, Reading Word Parts activities, and Prefix and Suffix activities: pp. 30, 39, 40-41, 48, 55, 57, 67, 74, 76, 86-87, 93, 95, 106-107, 115, 123, 125, 135, 146-147, 155, 165
2. Recognize like and unlike word parts (oddity tasks).	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.
3. Orally blend word parts (blending)	Mastered/Maintained See Blending activities and Correcting activities: pp. 26, 30, 35, 39, 44, 57, 62, 76-77,	Mastered/Maintained See Blending activities and Correcting activities: pp. 26, 30, 35, 39, 44, 57, 62, 76-77,	Mastered/Maintained See Blending activities and Correcting activities: pp. 26, 30, 35, 39, 44, 57, 62, 76-77,	Mastered/Maintained See Blending activities and Correcting activities: pp. 26, 30, 35, 39, 44, 57, 62, 76-77,

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	85, 95, 110, 105, 115, 120, 135, 140, 145, 150, 160, 165	85, 95, 110, 105, 115, 120, 135, 140, 145, 150, 160, 165	85, 95, 110, 105, 115, 120, 135, 140, 145, 150, 160, 165	85, 95, 110, 105, 115, 120, 135, 140, 145, 150, 160, 165
4. Orally segment words into word parts (segmenting)	Mastered/Maintained Students frequently segment words. See activities with prefixes and suffixes: pp. 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	Mastered/Maintained Students frequently segment words. See activities with prefixes and suffixes: pp. 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	Mastered/Maintained Students frequently segment words. See activities with prefixes and suffixes: pp. 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	Mastered/Maintained Students frequently segment words. See activities with prefixes and suffixes: pp. 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
5. Orally manipulate phonemes in words and syllables (manipulation).	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.	Mastered/Maintained This is not explicitly addressed in <i>REWARDS</i> Intermediate.
Standard 4 (Phonics and Spelling): Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
1. Demonstrate an understanding of the relationship between letters and sounds.	Mastered/Maintained See Vowel Conversion, Vowel Combination activities: pp. 26, 27, 36, 54,73, 101, 102, 141, 142,170, 171, 229, 230	Mastered/Maintained See Vowel Conversion, Vowel Combination activities: pp. 26, 27, 36, 54,73, 101, 102, 141, 142,170, 171, 229, 230	Mastered/Maintained See Vowel Conversion, Vowel Combination activities: pp. 26, 27, 36, 54,73, 101, 102, 141, 142,170, 171, 229, 230	Mastered/Maintained See Vowel Conversion, Vowel Combination activities: pp. 26, 27, 36, 54,73, 101, 102, 141, 142,170, 171, 229, 230

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2. Use knowledge of structural analysis to decode words.	<p>Mastered/Maintained</p> <p><i>REWARDS</i> 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 as a strategy to learn new words. For a list of affixes taught in the <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes and strategy practice, 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, 172, 182, 197, 218-219, 256-257</p>	<p>Mastered/Maintained</p> <p><i>REWARDS</i> 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 as a strategy to learn new words. For a list of affixes taught in the <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes and strategy practice, 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, 172, 182, 197, 218-219, 256-257</p>	<p>Mastered/Maintained</p> <p><i>REWARDS</i> 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 as a strategy to learn new words. For a list of affixes taught in the <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes and strategy practice, 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, 172, 182, 197, 218-219, 256-257</p>	<p>Mastered/Maintained</p> <p><i>REWARDS</i> 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 as a strategy to learn new words. For a list of affixes taught in the <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes and strategy practice, 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, 172, 182, 197, 218-219, 256-257</p>
3. Spell words correctly.	<p>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</p>	<p>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</p>	<p>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</p>	<p>a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</p>

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	<p>See 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>See 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>See 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>See 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>b. Spell correctly grade level compound words, words with plural endings, and common phonograms</p> <p>See 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>b. Spell words with roots, inflectional endings, prefixes, and suffixes (e.g., faster, disapprove, celebration)</p> <p><i>REWARDS</i> 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 as a strategy to learn new words. For a list of affixes taught in the <i>REWARDS</i> Intermediate program, see pp. 12-14</p>	<p>b. Spell multisyllable words with roots, prefixes, and suffixes.</p> <p><i>REWARDS</i> 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 as a strategy to learn new words. For a list of affixes taught in the <i>REWARDS</i> Intermediate program, see pp. 12-14.</p> <p>See Spelling Dictation</p>	<p>b. Use knowledge of Greek and Latin roots and affixes to spell multisyllable words.</p> <p><i>REWARDS</i> 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 as a strategy to learn new words. For a list of affixes taught in the <i>REWARDS</i> Intermediate program, see pp. 12-14.</p> <p>See Spelling Dictation</p>

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		<p>See 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>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>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>c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., friend, square, special).</p> <p>See 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>c. Spell an increasing number of high-frequency and irregular words correctly (e.g., explain, course, several).</p> <p>See 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>c. Spell an increasing number of high-frequency and irregular words correctly (e.g., language, tongue).</p> <p>See 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>c. Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular).</p> <p>See 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>d. Learn the spellings of irregular and difficult</p>	<p>d. Learn the spellings of irregular and difficult</p>	<p>d. Learn the spellings of irregular and difficult</p>	<p>d. Learn the spellings of irregular and difficult</p>

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	<p>words (e.g., electric, planet, trapper, rectangle).</p> <p>See 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>words (e.g., triangle, volcanoes, minerals, county).</p> <p>See 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>words (e.g., hundredths, legislative, digestive).</p> <p>See 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>words (e.g., feudalism, electricity, parallelogram, microorganism).</p> <p>See 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. Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).</p>	<p>a. Use knowledge about spelling to predict the spelling of new words.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>a. Use knowledge about spelling to predict the spelling of new words.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>a. Use knowledge about spelling to predict the spelling of new words.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>a. Use knowledge about spelling to predict the spelling of new words.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>b. Visualize words while writing.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Visualize words while writing.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Visualize words while writing.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Visualize words while writing.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>c. Associate spelling of new words with that of known words and word patterns.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>c. Associate spelling of new words with that of known words and word patterns.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>c. Associate spelling of new words with that of known words and word patterns.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>c. Associate spelling of new words with that of known words and word patterns.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words. 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>d. Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, “le” endings, adding suffixes).</p> <p>Students use what they have learned about prefixes,</p>	<p>d. Use spelling generalities to assist spelling of new words.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words.</p>	<p>d. Use spelling generalities to assist spelling of new words.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words.</p>	<p>d. Use spelling generalities to assist spelling of new words.</p> <p>Students use what they have learned about prefixes, suffixes and other word parts to spell new words.</p>

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	<p>suffixes and other word parts to spell new words. 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>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>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>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>Standard 5 (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.</p>				
<p>1. Read aloud grade level text with appropriate speed and accuracy.</p>	<p>a. Read grade level text at a rate of approximately 100 wpm.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Read grade level text at a rate of approximately 120-150 wpm.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Read grade level text at a rate of approximately 120-150 wpm.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Read grade level text at a rate of approximately 120-150 wpm.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>
	<p>b. Read grade level text with an accuracy rate of 95-100%.</p> <p>See the <i>REWARDS</i> Intermediate introduction</p>	<p>b. Read grade level text with an accuracy rate of 95-100%.</p> <p>See the <i>REWARDS</i> Intermediate introduction</p>	<p>b. Read grade level text with an accuracy rate of 95-100%.</p> <p>See the <i>REWARDS</i> Intermediate introduction</p>	<p>b. Read grade level text with an accuracy rate of 95-100%.</p> <p>See the <i>REWARDS</i> Intermediate introduction</p>

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	for an overview of Sentence and Passage Reading activities. Students read for accuracy. For specific examples, see: 225-228, 238-241, 251-253, 263-265, 275-278	for an overview of Sentence and Passage Reading activities. Students read for accuracy. For specific examples, see: 225-228, 238-241, 251-253, 263-265, 275-278	for an overview of Sentence and Passage Reading activities. Students read for accuracy. For specific examples, see: 225-228, 238-241, 251-253, 263-265, 275-278	for an overview of Sentence and Passage Reading activities. Students read for accuracy. For specific examples, see: 225-228, 238-241, 251-253, 263-265, 275-278
2. Read aloud grade level text effortlessly with clarity.	<p>a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. Students read for fluency. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. Students read for fluency. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. Students read for fluency. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.</p> <p>See the <i>REWARDS</i> Intermediate introduction for an overview of Sentence and Passage Reading activities. Students read for fluency. For specific examples, see: 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278</p>
	<p>b. Read with automaticity 300 third grade high-frequency/ sight words.</p> <p>While this is not explicitly addressed in <i>REWARDS</i> Intermediate, see</p>	<p>b. Read grade level words with automaticity.</p> <p>While this is not explicitly addressed in <i>REWARDS</i> Intermediate, see Vocabulary activities: pp.</p>	<p>b. Read grade level words with automaticity.</p> <p>While this is not explicitly addressed in <i>REWARDS</i> Intermediate, see Vocabulary activities: pp.</p>	<p>b. Read grade level words with automaticity.</p> <p>While this is not explicitly addressed in <i>REWARDS</i> Intermediate, see Vocabulary activities: pp.</p>

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	<p>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</p> <p>See also Passage Reading activities: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>See also Passage Reading activities: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>See also Passage Reading activities: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>See also Passage Reading activities: 225-228, 238-241, 251-253, 263-265, 275-278</p>
Standard 6 (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.				
<p>1. Learn new words through listening and reading widely.</p>	<p>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</p> <p>Students read words learned in Vocabulary activities during Passage Reading activities. See: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>See also Passage Reading and Preparation activities: 225-228, 238-241, 251-253, 263-265, 275-278; pp. 210-</p>	<p>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</p> <p>Students read words learned in Vocabulary activities during Passage Reading activities. See: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>See also Passage Reading and Preparation activities: 225-228, 238-241, 251-253, 263-265, 275-278; pp. 210-</p>	<p>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</p> <p>Students read words learned in Vocabulary activities during Passage Reading activities. See: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>See also Passage Reading and Preparation activities: 225-228, 238-241, 251-253, 263-265, 275-278; pp. 210-</p>	<p>a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.</p> <p>Students read words learned in Vocabulary activities during Passage Reading activities. See: pp. 42, 51, 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169, 176-177, 193-194, 201-202, 235</p> <p>See also Passage Reading and Preparation activities: 225-228, 238-241, 251-253, 263-265, 275-278; pp. 210-</p>

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	212, 223-225, 236-238, 249-250, 261-263, 273-275	212, 223-225, 236-238, 249-250, 261-263, 273-275	212, 223-225, 236-238, 249-250, 261-263, 273-275	212, 223-225, 236-238, 249-250, 261-263, 273-275
	<p>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</p> <p>See 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</p> <p>See also Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275</p>	<p>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</p> <p>See 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</p> <p>See also Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275</p>	<p>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</p> <p>See 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</p> <p>See also Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275</p>	<p>b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</p> <p>See 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</p> <p>See also Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275</p>
2. Use multiple resources to learn new words by relating them to known words and/or concepts.	<p>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>

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	<p>b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: farmers, Indians, pioneers).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Determine gradients of meanings between related words and concepts (e.g., colonization: exploration, migrate, settlement).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
<p>3. Use structural analysis and context clues to determine meanings of words.</p>	<p>a. Identify meanings of words using prefixes and suffixes.</p> <p><i>REWARDS</i> 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 <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see:</p>	<p>a. Identify meanings of words using roots and affixes (e.g., disrespectfully).</p> <p><i>REWARDS</i> 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 <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see:</p>	<p>a. Identify meanings of words using roots and affixes.</p> <p><i>REWARDS</i> 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 <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in prefixes and suffixes, see:</p>	<p>a. Identify meanings of words using roots and affixes (i.e., Greek/Latin affixes).</p> <p><i>REWARDS</i> 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 <i>REWARDS</i> Intermediate program, see pp. 12-14. For instruction in</p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	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	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	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	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>b. Use context to determine meanings of unknown key words (e.g. The <u>ferocious</u> dog growled at the children.).</p> <p>Students use context to determine the correct pronunciation of words. See in Lessons 1-16: Oral Activity – Correcting Close Approximations Using Context in each Lesson. See: pp. 30, 39, 48, 57, 67, 76, 95, 115, 125, 135, 155, 165</p>	<p>b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, and idioms.</p> <p>Students use context to determine the correct pronunciation of words. See in Lessons 1-16: Oral Activity – Correcting Close Approximations Using Context in each Lesson. See: pp. 30, 39, 48, 57, 67, 76, 95, 115, 125, 135, 155, 165</p>	<p>b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, and clichés.</p> <p>Students use context to determine the correct pronunciation of words. See in Lessons 1-16: Oral Activity – Correcting Close Approximations Using Context in each Lesson. See: pp. 30, 39, 48, 57, 67, 76, 95, 115, 125, 135, 155, 165</p>	<p>b. Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions.</p> <p>Students use context to determine the correct pronunciation of words. See in Lessons 1-16: Oral Activity – Correcting Close Approximations Using Context in each Lesson. See: pp. 30, 39, 48, 57, 67, 76, 95, 115, 125, 135, 155, 165</p>
	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., blue, blew), and multiple-meaning words (e.g., light).	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there, their, they're), and multiple-meaning words (e.g., rock).	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., your, you're), and multiple-meaning words (e.g., beat).	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal/principle), and multiple-meaning words (e.g., print).

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	This is not explicitly addressed in <i>REWARDS</i> Intermediate.	This is not explicitly addressed in <i>REWARDS</i> Intermediate.	This is not explicitly addressed in <i>REWARDS</i> Intermediate.	This is not explicitly addressed in <i>REWARDS</i> Intermediate.
Standard 7 (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.				
1. Identify purposes of text.	a. Identify purpose for reading. Students participating in <i>REWARDS</i> Intermediate read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	a. Identify purpose for reading. Students participating in <i>REWARDS</i> Intermediate read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	a. Identify purpose for reading. Students participating in <i>REWARDS</i> Intermediate read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	a. Identify purpose for reading. Students participating in <i>REWARDS</i> Intermediate read for fluency, accuracy, and comprehension. See: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278
	b. Identify author's purpose. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	b. Identify author's purpose. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	b. Identify author's purpose. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	b. Identify author's purpose. This is not explicitly addressed in <i>REWARDS</i> Intermediate.
2. Apply strategies to comprehend text.	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).

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	This is not explicitly addressed in <i>REWARDS</i> Intermediate.	This is not explicitly addressed in <i>REWARDS</i> Intermediate.	This is not explicitly addressed in <i>REWARDS</i> Intermediate.	This is not explicitly addressed in <i>REWARDS</i> Intermediate.
	<p>b. Generate questions about text (e.g., factual, inferential, evaluative).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Generate questions about text (e.g., factual, inferential, evaluative).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Generate questions about text (e.g., factual, inferential, evaluative).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Generate questions about text (e.g., factual, inferential, evaluative).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>c. Form mental pictures to aid understanding of text.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Form mental pictures to aid understanding of text.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Form mental pictures to aid understanding of text.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Form mental pictures to aid understanding of text.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>e. Make inferences and draw conclusions from text.</p>	<p>e. Make inferences and draw conclusions from text.</p>	<p>e. Make inferences and draw conclusions from text.</p>	<p>e. Make inferences and draw conclusions from text.</p>

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	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278
	f. Identify theme/topic/ main idea from text; note details.	f. Identify theme/topic/ main idea from text; note details.	f. Identify theme/topic/ main idea from text; note details.	f. Identify theme/topic/ main idea from text; note details.
	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278
	g. Summarize important ideas/events; summarize supporting details in sequence.	g. Summarize important ideas/events; summarize supporting details in sequence.	g. Summarize important ideas/events; summarize supporting details in sequence.	g. Summarize important ideas/events; summarize supporting details in sequence.
	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278	See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278
	h. Monitor and clarify understanding applying fix-up strategies while interacting with text.	h. Monitor and clarify understanding applying fix-up strategies while interacting with text.	h. Monitor and clarify understanding applying fix-up strategies while interacting with text.	h. Monitor and clarify understanding applying fix-up strategies while interacting with text.

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	See Sentence and Passage Reading activities, where students apply fix-up strategies during the activity: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	See Sentence and Passage Reading activities, where students apply fix-up strategies during the activity: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	See Sentence and Passage Reading activities, where students apply fix-up strategies during the activity: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278	See Sentence and Passage Reading activities, where students apply fix-up strategies during the activity: pp. 178, 186, 194, 202, 225-228, 238-241, 251-253, 263-265, 275-278
	<p>i. Compile information from text.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>i. Compile, organize, and interpret information from text.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>i. Compile, organize, and interpret information from text.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>i. Compile, organize, and interpret information from text.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>
3. Recognize and use features of narrative and informational text.	<p>a. Identify characters, setting, sequence of events, problem/resolution.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Identify characters, setting, sequence of events, problem/resolution.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Identify characters, setting, sequence of events, problem/resolution.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>	<p>a. Identify characters, setting, sequence of events, problem/resolution, theme.</p> <p>See the Comprehension and Summative Questions for each Passage Reading activity: 225-228, 238-241, 251-253, 263-265, 275-278</p>
	b. Identify different genres: fairy tales, poems, realistic	b. Identify different genres: fairy tales, poems, realistic	b. Compare and contrast elements of different genres:	b. Compare and contrast elements of different genres:

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths, legends.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>c. Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>d. Identify different structures in text (e.g., problem/solution, compare/contrast).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).</p> <p>This is not explicitly</p>	<p>d. Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).</p> <p>This is not explicitly</p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
			addressed in <i>REWARDS</i> Intermediate.	addressed in <i>REWARDS</i> Intermediate.
	<p>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, books, other resources).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.				
1. Prepare to write by gathering and organizing information and ideas (pre-writing).	<p>a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>b. Select and narrow a topic from generated ideas.</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>b. Select and narrow a topic from generated ideas.</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>b. Select and narrow a topic from generated ideas.</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>b. Select and narrow a topic from generated ideas.</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>Intermediate.</p> <p>c. Identify audience, purpose, and form for writing</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>Intermediate.</p> <p>c. Identify audience, purpose, and form for writing</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>Intermediate.</p> <p>c. Identify audience, purpose, and form for writing</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>Intermediate.</p> <p>c. Identify audience, purpose, and form for writing</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>d. Use a variety of graphic organizers to organize information.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Use a variety of graphic organizers to organize information.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Use a variety of graphic organizers to organize information from multiple sources</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Use a variety of graphic organizers to organize information from multiple sources</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
2. Compose a written draft.	<p>a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>b. Use voice to fit the purpose and audience</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Use voice to fit the purpose and audience</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Use voice to fit the purpose and audience</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Use voice to fit the purpose and audience</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>c. Use strong verbs and vivid language.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Use strong verbs and precise and vivid language to convey meaning.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Use strong verbs and precise and vivid language to convey meaning.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Use strong verbs and precise and vivid language to convey meaning.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>d. Identify and use effective leads and strong endings.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Identify and use effective leads and strong endings.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Identify and use effective leads and strong endings.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Identify and use effective leads and strong endings.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
<p>3. Revise by elaborating and clarifying a written draft.</p>	<p>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>b. Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>c. Revise writing, considering the suggestions of others.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Revise writing, considering the suggestions of others.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Revise writing, considering the suggestions of others.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Revise writing, considering the suggestions of others.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
4. Edit written draft for conventions.	<p>a. Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations).</p> <p>This is not explicitly</p>	<p>a. Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>addressed in <i>REWARDS</i> Intermediate.</p> <p>b. Edit for spelling of grade level-appropriate words.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>Intermediate.</p> <p>b. Edit for spelling of grade level-appropriate words.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>Intermediate.</p> <p>b. Edit for spelling of grade level-appropriate words.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>Intermediate.</p> <p>b. Edit for spelling of grade level-appropriate words.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>d. Edit for appropriate formatting features (e.g., margins, indentations, titles, titles).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Edit for appropriate formatting features (e.g., margins, indentations, titles, titles).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>d. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
5. Use fluent and legible	a. Write using upper- and lower-case cursive letters	a. Write using upper- and lower-case cursive letters	a. Write using upper- and lower-case cursive letters	a. Write using upper- and lower-case cursive letters

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
handwriting to communicate.	using proper form, proportions, and spacing. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	using proper form, proportions, and spacing. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	using proper form, proportions, and spacing. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	using proper form, proportions, and spacing. This is not explicitly addressed in <i>REWARDS</i> Intermediate.
	b. Develop fluency with cursive handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	b. Increase fluency with cursive handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	b. Increase fluency with cursive handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	b. Increase fluency with cursive handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.
	c. Produce legible documents with manuscript handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	c. Produce legible documents with manuscript handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	c. Produce legible documents with manuscript or cursive handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.	c. Produce legible documents with manuscript or cursive handwriting. This is not explicitly addressed in <i>REWARDS</i> Intermediate.
6. Write in different forms and genres.	a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses). This is not explicitly addressed in <i>REWARDS</i> Intermediate.	a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses). This is not explicitly addressed in <i>REWARDS</i> Intermediate.	a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses). This is not explicitly addressed in <i>REWARDS</i> Intermediate.	a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses). This is not explicitly addressed in <i>REWARDS</i> Intermediate.

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>b. Produce traditional and imaginative stories, narrative and formula poetry.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Produce traditional and imaginative stories, narrative and formula poetry.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Produce traditional and imaginative stories, narrative and formula poetry.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>b. Produce traditional and imaginative stories, narrative and formula poetry.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>c. Produce informational text (e.g., explanation of a complex process— math/ journals, observations, content area reports, summaries).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Produce informational text (e.g., book reports, compare/contrast essays, observational reports, research reports, content area reports, biographies, summaries).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/ research reports, content area reports, biographies, historical fiction, summaries).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/ research reports, content area reports, biographies, historical fiction, summaries).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>d. Produce writing to persuade (e.g., expressing opinions with supporting data).</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>d. Produce writing to persuade (e.g., response to newspaper and magazine articles).</p> <p>This is not explicitly addressed in <i>REWARDS</i></p>	<p>d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).</p> <p>This is not explicitly</p>	<p>d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).</p> <p>This is not explicitly</p>

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Objective	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
	<p>Intermediate.</p>	<p>Intermediate.</p>	<p>addressed in <i>REWARDS</i> Intermediate.</p>	<p>addressed in <i>REWARDS</i> Intermediate.</p>
	<p>e. Produce functional texts (e.g., newspaper and newsletter articles).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>e. Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages).</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>f. Share writing with others using illustrations, graphs, and/or charts to add meaning.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>
	<p>g. Publish 4-6 individual products.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate</p>	<p>g. Publish 6-8 individual products.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>g. Publish 6-8 individual products.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>	<p>g. Publish 6-8 individual products.</p> <p>This is not explicitly addressed in <i>REWARDS</i> Intermediate.</p>