

REWARDS[®]

Reading Excellence: Word Attack & Rate Development Strategies

Virginia Standards of Learning

Reading Correlations
Grades 4 and 5



Cambium
LEARNING[®]

| Sopris West[®]

PART IV: STANDARDS OF LEARNING CORRELATIONS

READING

Criteria:

Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics: The content of the instructional intervention correlates with the Virginia Standards of Learning in English or mathematics or the instructional intervention can be adapted to the Virginia Standards of Learning.

Directions: Complete the attached forms. There are two sets of forms. The first set of forms lists the Virginia Standards of Learning and asks for a correlation of curriculum materials in the instructional intervention to the Standards of Learning. The second set of forms describes a set of instructional criteria. In the Evidence column indicate how a reviewer can verify that this criteria is present in the instructional intervention by referring to the teacher’s manual, the scope and sequence guide, the material itself, etc. Give page numbers or lessons numbers where appropriate.

READING CORRELATION TO SELECTED GRADE FOUR ENGLISH STANDARDS OF LEARNING

Publisher or Instructional Intervention: Cambium Learning Sopris West

Name of Text or Material:

Rewards Intermediate and Rewards Social Studies and Rewards Science

SELECTED GRADE FOUR ENGLISH STANDARDS OF LEARNING	
READING STANDARDS	Correlation: Identify the 8 best correlations that introduce, maintain, and assess each part of the standard. Use page numbers and the letters TE for Teacher's Edition or CT for Core Technology.
4.3 The student will read fiction and nonfiction with fluency and accuracy.	Although <i>Rewards Plus</i> is specifically intended for instruction in grades 6-12, it could also be used in special reading classes, remedial or special education settings, or literacy tutoring programs. These fourth grade Standards of Learning are addressed in the following places:
a. Use context to clarify meanings of unfamiliar words.	<p><i>Rewards Intermediate</i> See Oral Activity-Correcting Close Approximations Using Context and Vocabulary activities: pp. 30, 42, 48, 57, 60, 76, 85, 108, 115</p> <p><i>Rewards Plus* Social Studies</i> Students learn to decode new vocabulary words and then apply these skills to sentence reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57</p> <p><i>Rewards Plus* Science</i> Students learn to decode new vocabulary words and then apply these skills to sentence reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57</p>
b. Explain words with multiple meanings.	
c. Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.	<p><i>Rewards Intermediate</i> Students work with prefixes, suffixes, and word origins: pp. 31, 40-41, 49, 58-59, 68-69, 86-87, 96-97, 106-107</p> <p><i>Rewards Plus* Social Studies</i> See pp. 67, 126, 149</p> <p><i>Rewards Plus* Science</i> See pp. 85, 103, 155, 231, 259</p>
d. Use word-reference materials, including the glossary, dictionary, and thesaurus.	

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READING STANDARDS	Correlation: Identify the 8 best correlations that introduce, maintain, and assess each part of the standard. Use page numbers and the letters TE for Teacher's Edition or CT for Core Technology.
4.4 The student will read and demonstrate comprehension of fiction.	
a. Explain the author's purpose.	
b. Describe how the choice of language, setting, and information contributes to the author's purpose.	
c. Compare the use of fact and fantasy in historical fiction with other forms of literature.	
d. Identify major events and supporting details.	
e. Describe the relationship between text and previously read materials.	
f. Identify sensory words.	
READING STANDARDS	Correlation: Identify the 8 best correlations that introduce, maintain, and assess each part of the standard. Use page numbers and the letters TE for Teacher's Edition or CT for Core Technology.
4.5 The student will read and demonstrate comprehension of nonfiction.	*Although <i>Rewards Plus</i> is specifically intended for instruction in grades 6-12, it could also be used in special reading classes, remedial or special education settings, or literacy tutoring programs. These fourth grade Standards of Learning are addressed in the following places:
a. Use text organizers, such as type, headings, and graphics, to predict and categorize information.	<i>Rewards Plus* Social Studies</i> See Background Knowledge Activities: pp. 63, 87, 99, 111, 135, 145, 177, 207 <i>Rewards Plus* Science</i> See Passage Previews, pp. 63, 117, 151, 183, 213, 227, 241, 269
b. Formulate questions that might be answered in the selection.	<i>Rewards Plus* Social Studies</i> See Background Knowledge Activities: pp. 63, 87, 99, 111, 135, 145, 177, 207 <i>Rewards Plus* Science</i> See Passage Previews, pp. 63, 117, 151, 183, 213, 227, 241, 269

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c. Explain the author's purpose.	
d. Make simple inferences, using information from texts.	<p><i>Rewards Intermediate</i> See Passage Reading activities where students read specifically for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p><i>Rewards Plus* Social Studies</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202, 222</p>
e. Draw conclusions, using information from texts.	<p><i>Rewards Intermediate</i> Passage Reading activities where students read specifically for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p><i>Rewards Plus* Social Studies</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202</p> <p><i>Rewards Plus* Science</i> See Passage Reading and Comprehension Activities, Comprehension and Expository Writing Activities, pp. 71-72, 92-93, 107-109, 128-129, 174-175, 199-203, 222, 236</p>
f. Summarize content of selection, identifying important ideas and providing details for each important idea.	<p>See <i>Rewards Intermediate</i> Passage Reading activities where students read specifically for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p><i>Rewards Plus* Social Studies</i> See Passage Reading and Comprehension Activities and Expository Writing</p>

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	<p>Activities, pp. 64-65, 69-70, 112-113, 115-118, 168-169, 171-172, 198-199, 201-202</p> <p><i>Rewards Plus* Science</i> See Expository Writing Activities, pp. 89-91, 142-143, 174-175, 206-207, 208, 220-221, 234-235, 248-249</p>
g. Describe relationship between content and previously learned concepts or skills.	
h. Distinguish between cause and effect and between fact and opinion.	
i. Identify new information gained from reading.	<p>See <i>Rewards Intermediate</i> Passage Reading activities where students read specifically for comprehension: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p><i>Rewards Plus* Social Studies</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202</p> <p><i>Rewards Plus* Science</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 63-65, 67-68, 71-75, 117-119, 121-122, 125-129, 199-201, 203</p>
READING STANDARDS	Correlation: Identify the 8 best correlations that introduce, maintain, and assess each part of the standard. Use page numbers and the letters TE for Teacher's Edition or CT for Core Technology.
4.6 The student will demonstrate comprehension of information resources to research a topic.	

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a. Construct questions about a topic.	
b. Collect information, using the resources of the media center, including online, print, and media resources.	
c. Evaluate and synthesize information.	

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SELECTED GRADE FIVE ENGLISH STANDARDS OF LEARNING	
5.4 The student will read fiction and nonfiction with fluency and accuracy.	*Although <i>Rewards Plus</i> is specifically intended for instruction in grades 6-12, it could also be used in special reading classes, remedial or special education settings, or literacy tutoring programs. These fifth grade Standards of Learning are addressed in the following places:
a. Use context to clarify meaning of unfamiliar words.	<p><i>Rewards Intermediate</i> See Vocabulary activities: pp. 60, 70, 79, 88-89, 108-109, 118-119, 138-139, 168-169</p> <p><i>Rewards Plus* Social Studies</i> Students learn to decode new vocabulary words and then apply these skills to sentence reading activities. See pp. 16-17, 24-25, 32-33, 40-41, 48-49, 56-57</p> <p><i>Rewards Plus* Science</i> Students learn to decode new vocabulary words and then apply these skills to sentence reading activities. See pp. 16-17, 24-25, 31-33, 39-41, 55-57</p>
b. Use knowledge of root words, prefixes, and suffixes.	<p><i>Rewards Intermediate</i> Students learn prefixes and suffixes and then use this knowledge in Vocabulary activities to learn new words. For a list of affixes taught in the <i>Rewards Intermediate</i> program, see pp. 12-14. For instruction in prefixes and suffixes, see: pp. 40-41, 58-59, 68-69, 86-87, 96-97, 106-107, 146-147, 156-157, 166-167</p> <p><i>Rewards Plus* Social Studies</i> See pp. 14, 38, 54, 84-86, 120-121, 142-144, 164-166, 204-206</p> <p><i>Rewards Plus* Science</i> See pp. 14, 22, 46, 60, 78-79, 114-115, 148-149</p>
c. Use dictionary, glossary, thesaurus, and other word-reference materials.	

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READING STANDARDS	Correlation: Identify the 8 best correlations that introduce, maintain, and assess each part of the standard. Use page numbers and the letters TE for Teacher’s Edition or CT for Core Technology.
5.5 The student will read and demonstrate comprehension of fiction.	
a. Describe the relationship between text and previously read materials.	
b. Describe character development in fiction and poetry selections.	
c. Describe the development of plot and explain how conflicts are resolved.	
d. Describe the characteristics of free verse, rhymed, and patterned poetry.	
e. Describe how author's choice of vocabulary and style contributes to the quality and enjoyment of selections.	
READING STANDARDS	Correlation: Identify the 8 best correlations that introduce, maintain, and assess each part of the standard. Use page numbers and the letters TE for Teacher’s Edition or CT for Core Technology.
5.6 The student will read and demonstrate comprehension of nonfiction.	*Although <i>Rewards Plus</i> is specifically intended for instruction in grades 6-12, it could also be used in special reading classes, remedial or special education settings, or literacy tutoring programs. These fifth grade Standards of Learning are addressed in the following places:
a. Use text organizers, such as type, headings, and graphics, to predict and categorize information.	<i>Rewards Plus* Social Studies</i> See Background Knowledge Activities: pp. 63, 87, 99, 111, 135, 145, 177, 207 <i>Rewards Plus* Science</i> See Passage Previews, pp. 63, 117, 151, 183, 213, 227, 241, 269
b. Identify structural patterns found in nonfiction.	
c. Locate information to support opinions, predictions, and conclusions.	<i>Rewards Intermediate</i> See Passage Reading activities where students participate in discussion about passages: pp. 225-228, 238-241, 251-253, 263-265, 275-278

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	<p><i>Rewards Plus* Social Studies</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202</p> <p><i>Rewards Plus* Science</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 151-153, 167-169, 171, 183-185, 206-208, 227-229, 234-236, 241-243</p>
d. Identify cause-and-effect relationships.	
e. Identify compare-and-contrast relationships.	
f. Skim materials to develop a general overview of content and to locate specific information.	<p><i>Rewards Intermediate</i> See Passage Preparation activities: pp. 210-212, 223-225, 236-238, 249-250, 261-263, 273-275</p> <p><i>Rewards Plus* Social Studies</i> See Background Knowledge Activities: pp. 63, 87, 99, 111, 135, 145, 177, 207</p> <p><i>Rewards Plus* Science</i> See Passage Previews, pp. 63, 117, 151, 183, 213, 227, 241, 269</p>
g. Identify new information gained from reading.	<p><i>Rewards Intermediate</i> Passage Reading activities where students participate in discussion about information gained from reading: pp. 225-228, 238-241, 251-253, 263-265, 275-278</p> <p><i>Rewards Plus* Social Studies</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 64-65, 67-70, 112-113, 114-118, 168-169, 170-172, 198-199, 200-202</p>

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	<p><i>Rewards Plus* Science</i> See Passage Reading and Comprehension Activities, Multiple Choice Comprehension Questions, and Expository Writing Activities, pp. 63-65, 67-68, 71-75, 117-119, 121-122, 125-129, 199-201, 203</p>

READING STANDARDS	Correlation: Identify the 8 best correlations that introduce, maintain, and assess each part of the standard. Use page numbers and the letters TE for Teacher’s Edition or CT for Core Technology.
5.7 The student will demonstrate comprehension of information from a variety of print resources.	
a. Develop notes that include important concepts, summaries, and identification of information sources.	
b. Organize information on charts, maps, and graphs.	