Arkansas Curriculum Frameworks

Language Arts

Grade: **10** - Adopted: **2016**

STRAND / TOPIC	AR.CWS.	Creative Writing-Semester
CONTENT STANDARD	R.	Reading
PERFORMANCE EXPECTATION	R.1.CWS.	Students will read a variety of texts for the purpose of analyzing styles, techniques, devices, and language in order to develop their own voice and style of writing.
BENCHMARK / PROFICIENCY	R.1.CWS. 1.	Analyze the function and effect of literary devices, poetic devices, narrative techniques, and structure in a variety of texts from a writer's perspective **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC	AR.RL.9-10.	Grades 9-10 Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE EXPECTATION	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story**

		Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
		Story Mapping
		The describe the characters, setting, beginning, middle and end of the story.
PERFORMANCE EXPECTATION	RL.9-10.2.	Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
		BookTaco
		Book Talk
		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
		Chapter Notes
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PERFORMANCE EXPECTATION	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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STRAND / TOPIC	AR.RL.9-10.	Grades 9-10 Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
		BookTaco

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PERFORMANCE EXPECTATION	**RL.9-10.5.**	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
PERFORMANCE EXPECTATION	**RL.9-10.6.**	Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States. **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	**AR.RL.9-10.**	**Grades 9-10 Reading Standards for Literature**
CONTENT STANDARD		**Range of Reading and Level of Text Complexity**
PERFORMANCE EXPECTATION	**RL.9-10.10.**	By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their

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STRAND / TOPIC	AR.RI.9-10.	Grades 9-10 Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE EXPECTATION	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
PERFORMANCE EXPECTATION	RI.9-10.2.	Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension.

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STRAND / TOPIC	**AR.RI.9-10.**	**Grades 9-10 Reading Standards for Informational Text**
CONTENT STANDARD		**Craft and Structure**
PERFORMANCE EXPECTATION	**RI.9-10.4.**	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC	**AR.W.9-10.**	**Grades 9-10 Writing Standards**
CONTENT STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	**W.9-10.7.**	Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
PERFORMANCE EXPECTATION	**W.9-10.8.**	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively. Assess the usefulness of each source in answering the research question. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. Follow a standard format for citation. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC	**AR.W.9-10.**	**Grades 9-10 Writing Standards**
CONTENT STANDARD		**Research to Build and Present Knowledge**
PERFORMANCE EXPECTATION	**W.9-10.9.**	Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.
BENCHMARK / PROFICIENCY	**W.9-10.9.A.**	Apply Grades 9-10 Reading standards to literature. **BookTaco** **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
BENCHMARK / PROFICIENCY	**W.9-10.9.B.**	Apply Grades 9-10 Reading standards to informational texts. **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once

		their paragraph(s) is ready it can be submitted for review/grading.
STRAND / TOPIC	AR.W.9-10.	**Grades 9-10 Writing Standards**
CONTENT STANDARD		**Range of Writing**
PERFORMANCE EXPECTATION	W.9-10.10.	Write routinely over extended time frames, time for research; reflection; revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **BookTaco** **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / TOPIC	AR.SL.9-10.	**Grades 9-10 Speaking and Listening Standards**
CONTENT STANDARD		**Comprehension and Collaboration**
PERFORMANCE EXPECTATION	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions one-on-one; in groups and teacher-led with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / PROFICIENCY	SL.9-10.1.A.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	SL.9-10.1.C.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	SL.9-10.1.D.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.SL.9-10.	**Grades 9-10 Speaking and Listening Standards**
CONTENT STANDARD		**Presentation of Knowledge and Ideas**
PERFORMANCE EXPECTATION	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **BookTaco** **Book Talk** Student generated video response where students record and capture their

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PERFORMANCE EXPECTATION	**SL.9-10.5.**	Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
PERFORMANCE EXPECTATION	**SL.9-10.6.**	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.L.9-10.**	**Grades 9-10 Language Standards**
CONTENT STANDARD		**Conventions of Standard English**
PERFORMANCE EXPECTATION	**L.9-10.2.**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.
BENCHMARK / PROFICIENCY	**L.9-10.2.D.**	Spell correctly. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC	**AR.L.9-10.**	**Grades 9-10 Language Standards**
CONTENT STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.9-10.4.**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.
BENCHMARK / PROFICIENCY	**L.9-10.4.A.**	Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.
BENCHMARK / PROFICIENCY	**L.9-10.4.C.**	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK /	**L.9-**	Verify the preliminary determination of the meaning of a word or phrase (e.g., by

PROFICIENCY	10.4.D.	checking the inferred meaning in context or in a dictionary).
		BookTaco **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.
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CONTENT STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.9-10.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.**
BENCHMARK / PROFICIENCY	**L.9-10.5.B.**	Analyze nuances in the meaning of words with similar denotations. **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / TOPIC	**AR.L.9-10.**	**Grades 9-10 Language Standards**
CONTENT STANDARD		**Vocabulary Acquisition and Use**
PERFORMANCE EXPECTATION	**L.9-10.6.**	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Story Mapping**

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STRAND / TOPIC	**AR.CWS.**	**Creative Writing-Semester**
CONTENT STANDARD	**R.**	**Reading**
PERFORMANCE EXPECTATION	**R.1.CWS.**	**Students will read a variety of texts for the purpose of analyzing styles, techniques, devices, and language in order to develop their own voice and style of writing.**
BENCHMARK / PROFICIENCY	**R.1.CWS. 2.**	Analyze a variety of genres, including but not limited to poetry, personal narratives, and short fiction, for authorial choices (e.g., word choices, syntax, cadence, character development, dialogue, plot development), author's purpose, and effects on the reader BookTaco **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC	**AR.CWY.**	**Creative Writing-Year**
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PERFORMANCE EXPECTATION	**R.1.CWY.**	**Students will read a variety of texts for the purpose of analyzing styles, techniques, devices, and language in order to develop their own voice and style of writing.**
BENCHMARK / PROFICIENCY	**R.1.CWY. 1.**	Analyze from a writer's perspective the function and effect of literary devices, poetic devices, narrative techniques, and structure in a variety of texts BookTaco **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	**R.1.CWY. 2.**	Analyze a variety of poetry, personal narratives, and short fiction, for authorial choices (e.g., word choices, syntax, cadence, character development, dialogue, plot development), author's purpose, and effects on the reader BookTaco **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and

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STRAND / TOPIC	**AR.CRI.**	**Critical Reading I**
CONTENT STANDARD	**ER.**	**Engaging the Reader**
PERFORMANCE EXPECTATION	**ER.1.CRI.**	**Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.**
BENCHMARK / PROFICIENCY	**ER.1.CRI.2.**	Set personal learning goals to develop silent and oral reading fluency, reading stamina, and active participation in group work **BookTaco** **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	**ER.1.CRI.3.**	Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	**ER.1.CRI.4.**	Participate in collaborative learning routines (e.g., reciprocal teaching, Socratic Seminars, Questioning the Author, extended discussion, blogging) using culturally diverse texts that offer multiple perspectives of real-world experiences **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.CRI.**	**Critical Reading I**
CONTENT STANDARD	**CS.**	**Comprehension Strategies**
PERFORMANCE EXPECTATION	**CS.2.CRI.**	**Students shall use a variety of strategies to comprehend fiction and nonfiction texts.**
BENCHMARK / PROFICIENCY	**CS.2.CRI.1.**	**Integrate effective comprehension strategies when reading to improve understanding of increasingly complex texts: of increasingly complex texts:**
DESCRIPTOR	**CS.2.CRI.1.2.**	determine central ideas **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences.

		Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	CS.2.CRI.1.4.	infer **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
DESCRIPTOR	CS.2.CRI.1.6.	summarize and/or paraphrase **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	CS.2.CRI.1.7.	synthesize **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.

STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	CS.	Comprehension Strategies
PERFORMANCE EXPECTATION	CS.2.CRI.	Students shall use a variety of strategies to comprehend fiction and nonfiction texts.
BENCHMARK / PROFICIENCY	CS.2.CRI.2.	Engage in oral and silent reading fluency strategies (e.g., read-aloud, choral reading, paired reading, timed readings) to improve understanding of increasingly complex text BookTaco Reading Log Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.
BENCHMARK / PROFICIENCY	CS.2.CRI.3.	Analyze literary elements (e.g., plot, theme, mood, tone, foreshadowing, imagery) to develop deeper comprehension of texts and determine author's purpose BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
BENCHMARK / PROFICIENCY	CS.2.CRI.5.	Summarize fiction and nonfiction texts succinctly, individually and with peers BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	CS.2.CRI.6.	Self-monitor comprehension by using fix-up strategies to repair or maintain understanding of text (e.g., rereading, slowing down for complex texts, hypothesizing and/or predicting, visualizing, writing questions or notes, asking for help, reading further to clarify, chunking text, stopping and thinking, identifying the central idea of a paragraph, page, or passage) BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to

		support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	CS.2.CRI.7.	Create meaning by synthesizing information and ideas from multiple sources **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
BENCHMARK / PROFICIENCY	CS.2.CRI.9.	Analyze multiple text structures (e.g., description, compare and contrast, chronological, question/answer, problem/solution, definition) within a single text to clarify meaning **BookTaco** **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	CS.2.CRI.10.	Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures, hyperlinks, interactive diagrams) to determine key ideas and details **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	CS.2.CRI.11.	Use graphic organizers (e.g. discussion webs, two-column notes, concept maps) to organize, analyze, and evaluate important ideas in various formats **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.CRI.**	**Critical Reading I**
CONTENT STANDARD	**RT.**	**Response to Text**
PERFORMANCE EXPECTATION	**RT.3.CRI.**	**Students will respond to a variety of texts through writing and extended discussion**
BENCHMARK / PROFICIENCY	**RT.3.CRI.1.**	**Participate in collaborative small and whole group settings, building on ideas of others (e.g., thinkpair-share, Socratic seminar, give-one-get-one)**
DESCRIPTOR	RT.3.CRI.1.1.	apply protocols for discussion **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.CRI.**	**Critical Reading I**
CONTENT STANDARD	**RT.**	**Response to Text**
PERFORMANCE EXPECTATION	**RT.3.CRI.**	**Students will respond to a variety of texts through writing and extended discussion**
BENCHMARK / PROFICIENCY	RT.3.CRI.2.	Develop and support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, fiction and nonfiction texts, opinion editorials)

		BookTaco **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	RT.3.CRI. 6.	Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting monitoring understanding, electronic journaling, blogging, wiki) **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	RT.3.CRI. 7.	Use textual evidence to present and defend individual interpretations of text in written and discussion formats **BookTaco** **Book Talk** Student generated video response where students record and capture their

		true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	RT.3.CRI.8.	Evaluate information from a variety of sources, including primary and secondary sources and multimedia, for bias, accuracy, and credibility **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.CRI.	**Critical Reading I**
CONTENT STANDARD	VD.	**Vocabulary Development**
PERFORMANCE EXPECTATION	VD.4.CRI.	**Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.**
BENCHMARK / PROFICIENCY	VD.4.CRI.1.	Infer the meaning of a word through context clues **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.
BENCHMARK / PROFICIENCY	VD.4.CRI.3.	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts and extended classroom discussions **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
BENCHMARK / PROFICIENCY	VD.4.CRI.4.	Analyze etymology, word relationships (e.g., synonyms, antonyms, analogies, homographs), and interdisciplinary connections **BookTaco** **Word Introduction**

		Introduction to definitions, synonyms, antonyms and contextual usage.
BENCHMARK / PROFICIENCY	VD.4.CRI.5.	Apply a range of word learning strategies (e.g., personal word walls, vocabulary notebooks, semantic mapping, concept definition maps, Frayer Model) in order to internalize new vocabulary **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	VD.4.CRI.6.	Utilize a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Vocabulary Test** Final assessment module featuring multiple choice environment. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC	**AR.CRII.**	**Critical Reading II**
CONTENT STANDARD	**ER.**	**Engaging the Reader**
PERFORMANCE EXPECTATION	**ER.1.CRII.**	**Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.**
BENCHMARK / PROFICIENCY	ER.1.CRII.1.	Expand personal learning goals to develop silent and oral reading fluency, reading stamina, and active participation in group work **BookTaco** **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	ER.1.CRII.2.	Prepare, participate in, and facilitate collaborative learning routines (e.g., reciprocal teaching, Socratic Seminar, Questioning the Author, extended discussion, blogging) using culturally diverse texts that offer multiple perspectives of real-world experiences **BookTaco** **Book Talk**

		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.CRII.**	**Critical Reading II**
CONTENT STANDARD	**CS.**	**Comprehension Strategies**
PERFORMANCE EXPECTATION	**CS.2.CRII.**	**Students will use a range of writing techniques to produce original compositions in a variety of genres for multiple purposes and audiences.**
BENCHMARK / PROFICIENCY	**CS.2.CRII.1.**	**Integrate effective comprehension strategies during oral and silent reading to improve understanding of increasingly complex texts:**
DESCRIPTOR	**CS.2.CRII.1.2.**	determine central ideas **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	**CS.2.CRII.1.4.**	infer **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
DESCRIPTOR	**CS.2.CRII.1.6.**	summarize and/or paraphrase **BookTaco**

		Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	CS.2.CRII.1.7.	synthesize **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC	**AR.CRII.**	**Critical Reading II**
CONTENT STANDARD	**CS.**	**Comprehension Strategies**
PERFORMANCE EXPECTATION	**CS.2.CRII.**	**Students will use a range of writing techniques to produce original compositions in a variety of genres for multiple purposes and audiences.**
BENCHMARK / PROFICIENCY	CS.2.CRII.2.	Analyze literary elements (e.g., plot, theme, mood, tone, foreshadowing, imagery) and rhetorical strategies (e.g., parallel structure, anaphora, language and word choice) to develop deeper comprehension of increasingly complex texts and determine author's purpose **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
BENCHMARK / PROFICIENCY	CS.2.CRII.3.	Self-monitor comprehension to repair or maintain understanding of text (e.g., rereading; slowing down for complex texts; hypothesizing and/or predicting; visualizing a picture; writing questions or notes; asking for help; reading further to clarify; chunking text; stopping and thinking; identifying the central idea of a paragraph, page, or passage) **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by

		challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	CS.2.CRII.4.	Synthesize information and ideas from multiple sources **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
BENCHMARK / PROFICIENCY	CS.2.CRII.5.	Analyze Multiple text structures within a variety of genres (e.g., poetry, drama, informational text, fictional story) **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	CS.2.CRII.6.	Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures, hyperlinks, interactive diagrams) to determine key ideas and details **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	CS.2.CRII.7.	Create graphic organizers to synthesize, analyze, and evaluate important ideas in various formats **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.CRII.	Critical Reading II
CONTENT STANDARD	RT.	Response to Text
PERFORMANCE EXPECTATION	RT.3.CRII.	Students shall respond to a variety of texts through writing and extended discussion.
BENCHMARK / PROFICIENCY	RT.3.CRII.1.	Facilitate and participate in collaborative small (e.g., think-pair-share, Socratic Seminar, give-one-get-one) and whole group settings, building on ideas of others:
DESCRIPTOR	RT.3.CRII.1.1.	apply protocols for discussion **BookTaco** **Book Talk** Student generated video response where students record and capture their

		true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.CRII.**	**Critical Reading II**
CONTENT STANDARD	**RT.**	**Response to Text**
PERFORMANCE EXPECTATION	**RT.3.CRII.**	**Students shall respond to a variety of texts through writing and extended discussion.**
BENCHMARK / PROFICIENCY	**RT.3.CRII.2.**	Develop and support claims and counterclaims with convincing evidence from multiple sources (e.g., interviews, graphs, charts, fiction and nonfiction texts, opinion editorials) **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC	**AR.CRII.**	**Critical Reading II**
CONTENT STANDARD	**VD.**	**Vocabulary Development**
PERFORMANCE EXPECTATION	**VD.4.CRII**	**Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.**
BENCHMARK / PROFICIENCY	**VD.4.CRII.1.**	Infer the meaning of a word through contextual evidence **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.
BENCHMARK / PROFICIENCY	**VD.4.CRII.3.**	Develop vocabulary (e.g., academic, specialized and/or technical, high utility) through reading a variety of texts, extended classroom discussions, and inquiry **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
BENCHMARK /	**VD.4.CRI**	Analyze etymology, word relationships (e.g., synonyms, antonyms, analogies,

PROFICIENCY	**I.4.**	homographs), and interdisciplinary connections **BookTaco** **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
BENCHMARK / PROFICIENCY	**VD.4.CRI I.5.**	Apply a range of word learning strategies (e.g., classroom word walls, personal word walls, vocabulary notebooks, semantic mapping, concept definition maps, Frayer Model) in order to internalize new vocabulary **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	**VD.4.CRI I.6.**	Utilize a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
BENCHMARK / PROFICIENCY	**VD.4.CRI I.7.**	Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Vocabulary Test** Final assessment module featuring multiple choice environment. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC	**AR.DI.**	**Debate I**
CONTENT STANDARD	**CS.**	**Communication Skills**
PERFORMANCE EXPECTATION	**CS.I.DI.**	**Students will demonstrate fundamental oral communication competencies**
BENCHMARK / PROFICIENCY	**CS.1.DI.1 .**	Demonstrate effective verbal communication:
DESCRIPTOR	**CS.1.DI.1 .2.**	diction and word economy **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	**CS.1.DI.1 .3.**	elimination of verbal fillers **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.DI.**	**Debate I**
CONTENT STANDARD	**CS.**	**Communication Skills**
PERFORMANCE	**CS.4.DI.**	**Students will develop persuasive speaking skills.**

EXPECTATION		
BENCHMARK / PROFICIENCY	**CS.4.DI.2.**	**Establish impact framing:**
DESCRIPTOR	**CS.4.DI.2.4**	speech overviews **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DI.**	**Debate I**
CONTENT STANDARD	**CS.**	**Communication Skills**
PERFORMANCE EXPECTATION	**CS.4.DI.**	**Students will develop persuasive speaking skills.**
BENCHMARK / PROFICIENCY	**CS.4.DI.3.**	**Adapt to opponents, audience, and judge:**
DESCRIPTOR	**CS.4.DI.3.1.**	content warnings **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**CS.4.DI.3.2.**	microaggressions **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**CS.4.DI.3.3.**	paradigms (e.g., tabula rasa, policy maker, hypotesting, comparative advantage) **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**CS.4.DI.3.5.**	spreading **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DI.**	**Debate I**
CONTENT STANDARD	**ARG.**	**Argumentation**
PERFORMANCE EXPECTATION	**ARG.5.DI.**	**Students will identify and present the three parts of an argument (claim, warrant, impact)**
BENCHMARK / PROFICIENCY	**ARG.5.DI.2.**	**Produce a warrant to support the claim (e.g., War is bad because it destroys economies and devalues life.)** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
BENCHMARK / PROFICIENCY	**ARG.5.DI.3.**	**Demonstrate an impact (e.g., War causes nuclear escalation, environmental degradation, structural violence, and dehumanization.)** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DI.**	**Debate I**
CONTENT	**R.**	**Refutation**

STANDARD		
PERFORMANCE EXPECTATION	R.8.DI.	**Students will analyze and rebut opposing arguments.**
BENCHMARK / PROFICIENCY	R.8.DI.2.	**Apply critical thinking skills when researching, preparing, and presenting arguments:**
DESCRIPTOR	R.8.DI.2.1.	**false assumptions** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**
DESCRIPTOR	R.8.DI.2.2.	**loaded terms** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**
DESCRIPTOR	R.8.DI.2.3.	**logical fallacies** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**
STRAND / TOPIC	**AR.DI.**	**Debate I**
CONTENT STANDARD	**D**	**Delivery**
PERFORMANCE EXPECTATION	D.10.DI.	**Students will participate in debates within or outside of the classroom.**
BENCHMARK / PROFICIENCY	D.10.DI.1.	**Demonstrate ability to present before a variety of audiences (e.g., civic events, scrimmages, exhibitions, modeling for underclassmen, participation in tournaments)** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DII.**	**Debate II**
CONTENT STANDARD	**CS.**	**Communication Skills**
PERFORMANCE EXPECTATION	CS.1.DII.	**Students will demonstrate fundamental oral communication competencies.**
BENCHMARK / PROFICIENCY	CS.1.DII.1.	**This SLE is taught in Debate I and should be reinforced as needed. Demonstrate effective verbal communication:**
DESCRIPTOR	CS.1.DII.1.2.	**diction and word economy** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	CS.1.DII.1.3.	**elimination of verbal fillers** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DII.**	**Debate II**
CONTENT STANDARD	**CS.**	**Communication Skills**
PERFORMANCE EXPECTATION	CS.4.DII.	**Students will develop persuasive speaking skills**
BENCHMARK / PROFICIENCY	CS.4.DII.2.	**This SLE is taught in Debate I and should be reinforced as needed. Establish impact framing:**
DESCRIPTOR	CS.4.DII.2.4.	**speech overviews** **BookTaco**

		Book Talk **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DII.**	**Debate II**
CONTENT STANDARD	**CS.**	**Communication Skills**
PERFORMANCE EXPECTATION	**CS.4.DII.**	**Students will develop persuasive speaking skills**
BENCHMARK / PROFICIENCY	**CS.4.DII. 3.**	**This SLE is taught in Debate I and should be reinforced as needed. Adapt to opponents, audience, and judge**
DESCRIPTOR	**CS.4.DII. 3.1.**	**content warnings** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**CS.4.DII. 3.2.**	**microaggressions** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**CS.4.DII. 3.3.**	**paradigms (e.g., tabula rasa, policy maker, hypotesting, comparative advantage)** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DII.**	**Debate II**
CONTENT STANDARD	**ARG.**	**Argumentation**
PERFORMANCE EXPECTATION	**ARG.6.DII.**	**Students will utilize research skills and collect well-sourced evidence.**
BENCHMARK / PROFICIENCY	**ARG.6.DII.1.**	**Produce evidence:**
DESCRIPTOR	**ARG.6.DII.1.1**	**rules for evidence cutting and citation** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**ARG.6.DII.1.2**	**clipping** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DII.**	**Debate II**
CONTENT STANDARD	**ARG.**	**Argumentation**
PERFORMANCE EXPECTATION	**ARG.6.DII.**	**Students will utilize research skills and collect well-sourced evidence.**
BENCHMARK / PROFICIENCY	**ARG.6.DII.3.**	**Analyze and compare evidence and warrants** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DIII.**	**Debate III**
CONTENT	**CS.**	**Communication Skills**

STANDARD		
PERFORMANCE EXPECTATION	CS.1.DIII.	Students will demonstrate fundamental oral communication competencies.
BENCHMARK / PROFICIENCY	CS.1.DIII. 1.	This SLE is taught in Debate I and should be reinforced as needed. Demonstrate effective verbal communication:
DESCRIPTOR	CS.1.DIII. 1.2.	diction and word economy **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.1.DIII. 1.3.	elimination of verbal fillers **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	CS.	Communication Skills
PERFORMANCE EXPECTATION	CS.4.DIII.	Students will develop persuasive speaking skills.
BENCHMARK / PROFICIENCY	CS.4.DIII .2.	This SLE is taught in Debate I and should be reinforced as needed. Establish impact framing:
DESCRIPTOR	CS.4.DIII .2.4.	speech overviews **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	CS.	Communication Skills
PERFORMANCE EXPECTATION	CS.4.DIII .	Students will develop persuasive speaking skills.
BENCHMARK / PROFICIENCY	CS.4.DIII .3.	This SLE is taught in Debate I and should be reinforced as needed. Adapt to opponents, audience, and judge
DESCRIPTOR	CS.4.DIII .3.1.	content warnings **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.4.DIII .3.2.	microaggressions **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.4.DIII .3.3.	paradigms (e.g., tabula rasa, policy maker, hypotesting, comparative advantage) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.4.DIII .3.5.	spreading **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.

STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	ARG.	Argumentation
PERFORMANCE EXPECTATION	ARG.5.DIII.	Students will identify and present the three parts of an argument (claim, warrant, impact)
BENCHMARK / PROFICIENCY	ARG.5.DIII.1.	Compose advanced argumentation adapted to opponents, audience, and judge
DESCRIPTOR	ARG.5.DIII.1.1.	content warnings **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	ARG.5.DIII.1.2.	microaggressions **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	ARG.5.DIII.1.3.	paradigms (e.g., tabula rasa, policy maker, hypotesting, comparative advantage) **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	ARG.5.DIII.1.5.	spreading **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	ARG.	Argumentation
PERFORMANCE EXPECTATION	ARG.6.DIII.	Students will utilize research skills and collect well-sourced evidence.
BENCHMARK / PROFICIENCY	ARG.6.DIII.2.	Categorize evidence (e.g., flow grouping, cross-application) **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	ARG.6.DIII.3.	Develop arguments based on evidence **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	ADV.	Advocacy
PERFORMANCE EXPECTATION	ADV.12.DIII.	Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.
BENCHMARK / PROFICIENCY	ADV.12.DIII.3.	Challenge ideological motivations within the status quo
DESCRIPTOR	ADV.12.DIII.3.2.	value criterion (e.g., logic, ethics, morality, justice, life) **BookTaco** Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.
STRAND / TOPIC	AR.DIV.	Debate IV

CONTENT STANDARD	CS.	Communication Skills
PERFORMANCE EXPECTATION	CS.1.DIV.	Students will demonstrate fundamental oral communication competencies.
BENCHMARK / PROFICIENCY	CS.1.DIV. 1.	This SLE is taught in Debate I and should be reinforced as needed. Demonstrate effective verbal communication:
DESCRIPTOR	CS.1.DIV. 1.2.	diction and word economy **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.1.DIV. 1.3.	elimination of verbal fillers **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.DIV.	Debate IV
CONTENT STANDARD	CS.	Communication Skills
PERFORMANCE EXPECTATION	CS.4.DIV.	Students will develop persuasive speaking skills.
BENCHMARK / PROFICIENCY	CS.4.DIV. 2.	This SLE is taught in Debate I and should be reinforced as needed. Establish impact framing:
DESCRIPTOR	CS.4.DIV. 2.4.	speech overviews **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.DIV.	Debate IV
CONTENT STANDARD	CS.	Communication Skills
PERFORMANCE EXPECTATION	CS.4.DIV.	Students will develop persuasive speaking skills.
BENCHMARK / PROFICIENCY	CS.4.DIV. 3.	This SLE is taught in Debate I and should be reinforced as needed. Adapt to opponents, audience, and judge
DESCRIPTOR	CS.4.DIV. 3.1.	content warnings **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.4.DIV. 3.2.	microaggressions **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.4.DIV. 3.3.	paradigms (e.g., tabula rasa, policy maker, hypotesting, comparative advantage) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	CS.4.DIV. 3.5.	spreading **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public

		speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.DIV.**	**Debate IV**
CONTENT STANDARD	**ARG.**	**Argumentation**
PERFORMANCE EXPECTATION	**ARG.6.DIV.**	**Students will utilize research skills and collect well-sourced evidence.**
BENCHMARK / PROFICIENCY	**ARG.6.DIV.1.**	**Instruct use of evidence to novice debaters** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
BENCHMARK / PROFICIENCY	**ARG.6.DIV.3.**	**This SLE is taught in Debate III and should be reinforced as needed. Develop arguments based on evidence** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DIV.**	**Debate IV**
CONTENT STANDARD	**ARG.**	**Argumentation**
PERFORMANCE EXPECTATION	**ARG.7.DIV.**	**Students will apply appropriate speech organization.**
BENCHMARK / PROFICIENCY	**ARG.7.DIV.4.**	**Combine evidence and line-by-line analysis seamlessly** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DL.**	**Dramatic Literature**
CONTENT STANDARD	**DE.**	**Dramatic Elements**
PERFORMANCE EXPECTATION	**DE.1.DL.**	**Students will analyze dramatic elements in a variety of plays from diverse time periods.**
BENCHMARK / PROFICIENCY	**DE.1.DL.1.**	**Examine the historical influences and contexts of various time periods on plays and playwrights (e.g., Greek, Roman, medieval, Renaissance, modern, contemporary):**
DESCRIPTOR	**DE.1.DL.1.1.**	**audience** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.DL.**	**Dramatic Literature**
CONTENT STANDARD	**DE.**	**Dramatic Elements**
PERFORMANCE EXPECTATION	**DE.1.DL.**	**Students will analyze dramatic elements in a variety of plays from diverse time periods.**
BENCHMARK / PROFICIENCY	**DE.1.DL.2.**	**Evaluate playwright choices as influenced by historical and cultural context:**
DESCRIPTOR	**DE.1.DL.2.1.**	**character analysis** **BookTaco** **Book Review** **Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.** **Chapter Notes** **One page chapter notes organizer helps students organize characters and events for each chapter read.** **Compare & Contrast Characters** **Template and word bank for the analysis of two characters' similarities and differences.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once**

		their paragraph(s) is ready it can be submitted for review/grading.
		Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	DE.1.DL. 2.3.	conflict **BookTaco** **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
DESCRIPTOR	DE.1.DL. 2.4.	foil **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	DE.1.DL. 2.5.	plot **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
DESCRIPTOR	DE.1.DL. 2.6.	setting **BookTaco** **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	DE.1.DL. 2.7.	theme **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
STRAND / TOPIC	**AR.DL.**	**Dramatic Literature**
CONTENT STANDARD	**CE.**	**Creative Expression**
PERFORMANCE EXPECTATION	**CE.2.DL.**	**Students will develop adaptations using dramatic elements.**

BENCHMARK / PROFICIENCY	**CE.2.DL. 1.**	Adapt a scene, using dramatic elements, to a different time period **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
BENCHMARK / PROFICIENCY	**CE.2.DL. 3.**	Present an adaptation of a scene or monologue from a dramatic work using vocal variety and facial expressions **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	**AR.ELAD.**	**English Language Arts (ELA) Drama**
CONTENT STANDARD	**DE.**	**Dramatic Elements**
PERFORMANCE EXPECTATION	**DE.1.ELA D.**	**Students will analyze dramatic elements in a variety of plays from diverse time periods.**
BENCHMARK / PROFICIENCY	**DE.1.ELA D.1.**	**Examine the historical influences and contexts of various time periods on plays and playwrights (e.g., Greek, Roman, medieval, Renaissance, modern, contemporary):**
DESCRIPTOR	**DE.1.ELA D.1.2.**	audience **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.ELAD.**	**English Language Arts (ELA) Drama**
CONTENT STANDARD	**DE.**	**Dramatic Elements**
PERFORMANCE EXPECTATION	**DE.1.ELA D.**	**Students will analyze dramatic elements in a variety of plays from diverse time periods.**
BENCHMARK / PROFICIENCY	**DE.1.ELA D.2.**	**Evaluate playwright choices as influenced by historical and cultural context:**
DESCRIPTOR	**DE.1.ELA D.2.1.**	character analysis **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	**DE.1.ELA D.2.2.**	conflict **BookTaco** **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
DESCRIPTOR	**DE.1.ELA D.2.4.**	foil **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and

		their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	DE.1.ELA D.2.5.	plot **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
DESCRIPTOR	DE.1.ELA D.2.6.	setting **BookTaco** **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	DE.1.ELA D.2.7.	theme **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
STRAND / TOPIC	**AR.ELAD.**	**English Language Arts (ELA) Drama**
CONTENT STANDARD	**CE.**	**Creative Expression**
PERFORMANCE EXPECTATION	**CE.2.ELA D.**	**Students will develop adaptations using dramatic elements.**
BENCHMARK / PROFICIENCY	CE.2.ELA D.1.	Adapt a scene, using dramatic elements, to a different time period **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	**AR.ELAD.**	**English Language Arts (ELA) Drama**
CONTENT STANDARD	**CE.**	**Creative Expression**
PERFORMANCE EXPECTATION	**CE.3.ELA D.**	**Students will create original works using dramatic elements.**
BENCHMARK / PROFICIENCY	CE.3.ELA D.1.	Write an alternative ending to a classic play, considering all dramatic elements R.CCR.3, R.CCR.4, **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	**AR.FI.**	**Forensics I**

CONTENT STANDARD	R.	Research
PERFORMANCE EXPECTATION	R.1.FI.	Students will engage in inquiry and research to prepare a foundation for communicating to various audiences
BENCHMARK / PROFICIENCY	R.1.FI.4.	Investigate characterization **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	R.1.FI.6.	Investigate sources affiliated with forensics to analyze literature for performance **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	R.	Research
PERFORMANCE EXPECTATION	R.1.FI.	Students will engage in inquiry and research to prepare a foundation for communicating to various audiences
BENCHMARK / PROFICIENCY	R.1.FI.8.	Identify the elements of a performance:
DESCRIPTOR	R.1.FI.8.1.	character **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once

		their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DESCRIPTOR	R.1.FI.8. 4.	plot **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
DESCRIPTOR	R.1.FI.8. 6.	theme **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	R.	Research
PERFORMANCE EXPECTATION	R.1.FI.	Students will engage in inquiry and research to prepare a foundation for communicating to various audiences
BENCHMARK / PROFICIENCY	R.1.FI.11.	Gather relevant information from multiple credible print and digital sources, using advanced searches effectively **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
BENCHMARK / PROFICIENCY	R.1.FI.12.	Establish small groups to collect and analyze researched material **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	O.	Organization
PERFORMANCE EXPECTATION	O.2.FI.	Students will organize literary selections and informational text into effective oral presentations and performances
BENCHMARK / PROFICIENCY	O.2.FI.2.	Create effective introductions:
DESCRIPTOR	O.2.FI.2. 1.	attention device **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	O.2.FI.2. 2.	preview **BookTaco** **Book Talk**

		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FI.**	**Forensics I**
CONTENT STANDARD	**O.**	**Organization**
PERFORMANCE EXPECTATION	**O.2.FI.**	**Students will organize literary selections and informational text into effective oral presentations and performances**
BENCHMARK / PROFICIENCY	**O.2.FI.3.**	**Identify the process involved in cutting a selection** **BookTaco** **Chapter Notes** **One page chapter notes organizer helps students organize characters and events for each chapter read.** **Compare & Contrast Characters** **Template and word bank for the analysis of two characters' similarities and differences.** **Draw It!** **Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.** **Plot Diagram** **Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.** **Retell The Story** **Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.** **Story Mapping** **The describe the characters, setting, beginning, middle and end of the story.**
BENCHMARK / PROFICIENCY	**O.2.FI.4.**	**Use evidence to support ideas SL.CCR.4, SL.CCR.5** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.FI.**	**Forensics I**
CONTENT STANDARD	**O.**	**Organization**
PERFORMANCE EXPECTATION	**O.2.FI.**	**Students will organize literary selections and informational text into effective oral presentations and performances**
BENCHMARK / PROFICIENCY	**O.2.FI.7.**	**Identify criteria for speech topics** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
BENCHMARK / PROFICIENCY	**O.2.FI.10.**	**Determine point of view and perspective** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.FI.**	**Forensics I**
CONTENT STANDARD	**O.**	**Organization**
PERFORMANCE EXPECTATION	**O.2.FI.**	**Students will organize literary selections and informational text into effective oral presentations and performances**
BENCHMARK / PROFICIENCY	**O.2.FI.13.**	**Create effective conclusions:**
DESCRIPTOR	**O.2.FI.13.3.**	**ending statement** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public**

		speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FI.**	**Forensics I**
CONTENT STANDARD	**O.**	**Organization**
PERFORMANCE EXPECTATION	**O.2.FI.**	**Students will organize literary selections and informational text into effective oral presentations and performances**
BENCHMARK / PROFICIENCY	**O.2.FI.15.**	Collaborate to collect and analyze researched materials **BookTaco** **Book Notes** **Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.**
STRAND / TOPIC	**AR.FI.**	**Forensics I**
CONTENT STANDARD	**P.**	**Presentation**
PERFORMANCE EXPECTATION	**P.3.FI.**	**Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences**
BENCHMARK / PROFICIENCY	**P.3.FI.1.**	**Develop a fundamental understanding of basic competitive events adhering to a national set performance criteria:**
DESCRIPTOR	**P.3.FI.1.3.**	extemporaneous speaking **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.FI.**	**Forensics I**
CONTENT STANDARD	**P.**	**Presentation**
PERFORMANCE EXPECTATION	**P.3.FI.**	**Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences**
BENCHMARK / PROFICIENCY	**P.3.FI.4.**	Observe multiple selections of similar genres that are connected with a central theme **BookTaco** **Retell The Story** **Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.**
BENCHMARK / PROFICIENCY	**P.3.FI.9.**	Defend a perspective **BookTaco** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.**
BENCHMARK / PROFICIENCY	**P.3.FI.10.**	Present information with evidence **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
BENCHMARK / PROFICIENCY	**P.3.FI.11.**	Adapt presentation to context and audience **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
BENCHMARK / PROFICIENCY	**P.3.FI.12.**	Develop arguments to support a claim **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.FI.**	**Forensics I**

CONTENT STANDARD	P.	Presentation
PERFORMANCE EXPECTATION	P.3.FI.	Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences
BENCHMARK / PROFICIENCY	P.3.FI.14.	Integrate multiple sources **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	P.	Presentation
PERFORMANCE EXPECTATION	P.3.FI.	Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences
BENCHMARK / PROFICIENCY	P.3.FI.15.	Conduct peer reviews:
DESCRIPTOR	P.3.FI.15.2.	effectiveness of delivery **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	P.3.FI.15.3.	faulty reasoning and logical fallacies (e.g., ad hominem, ad populum, post hoc ergo propter hoc, appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red herring, straw man) **BookTaco** **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words.
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FII.	Students will demonstrate intermediate competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FII.5.	Determine appropriate movement for performances:
DESCRIPTOR	OI.1.FII.5.2.	movement to delineate character, time, place and/or mood **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE	OI.1.FII.	Students will demonstrate intermediate competency through a variety of literary

EXPECTATION		performances.
BENCHMARK / PROFICIENCY	OI.1.FII.10.	Select literature to be performed based on teacher-selected criteria **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	OI.1.FII.12.	Complete an analysis of characters in a selection **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	OI.1.FII.21.	Compare first- and third-person point-of-view **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PL.**	**Performance Literature**
PERFORMANCE EXPECTATION	**PL.2.FII.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / PROFICIENCY	PL.2.FII.2.	Identify the theme of selected literature **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PL.**	**Performance Literature**
PERFORMANCE EXPECTATION	**PL.2.FII.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / PROFICIENCY	PL.2.FII.9.	Develop an intermediate understanding of basic competitive events adhering to national set performance criteria provided through the National Speech and

		Debate Association:
DESCRIPTOR	PL.2.FII.9.3.	**extemporaneous speaking** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	PL.2.FII.9.6.	**informative speaking** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	AR.FII.	**Forensics II**
CONTENT STANDARD	PL.	**Performance Literature**
PERFORMANCE EXPECTATION	PL.2.FII.	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / PROFICIENCY	PL.2.FII.16.	**Evaluate a cutting from literature to determine its ability to stand alone as a performance piece (e.g., beginning and end, complications that build, self-contained events)** **BookTaco** **Chapter Notes** **One page chapter notes organizer helps students organize characters and events for each chapter read.** **Compare & Contrast Characters** **Template and word bank for the analysis of two characters' similarities and differences.** **Draw It!** **Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.** **Plot Diagram** **Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.** **Retell The Story** **Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.** **Story Mapping** **The describe the characters, setting, beginning, middle and end of the story.**
STRAND / TOPIC	AR.FII.	**Forensics II**
CONTENT STANDARD	PL.	**Performance Literature**
PERFORMANCE EXPECTATION	PL.2.FII.	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / PROFICIENCY	PL.2.FII.19.	**Analyze how characters evolve throughout a performance** **BookTaco** **Book Review** **Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.** **Chapter Notes** **One page chapter notes organizer helps students organize characters and events for each chapter read.** **Compare & Contrast Characters** **Template and word bank for the analysis of two characters' similarities and differences.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.** **Plot Diagram** **Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.**

		Story Mapping The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	PL.2.FII.20.	Create introductions that capture the audience (e.g., dramatic, intriguing, shocking, tantalizing, unique) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.1.**	**Develop a fundamental understanding of public speaking rules:**
DESCRIPTOR	PS.3.FII.1.1.	competition events **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	PS.3.FII.1.2.	extemporaneous speaking **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.2.**	**Define and explain specialized vocabulary:**
DESCRIPTOR	PS.3.FII.2.5.	non sequitur **BookTaco** **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words.
DESCRIPTOR	PS.3.FII.2.10.	"think clearly on one's feet" (e.g., extemporaneous speaking, varied argumentation formats) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.6.**	Examine criteria for speech topics (e.g., age appropriateness, creative angle, interesting to both genders, personal connection, sound documentation, speech type, uniqueness, universal appeal) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FII.7.	Measure effectiveness of speaker's delivery **BookTaco**

		Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FII.1 2.	Defend selected methods of reasoning BookTaco Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.
BENCHMARK / PROFICIENCY	PS.3.FII.1 6.	Formulate a properly worded proposition of fact, value, and policy BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FII.2 0.	Contrast empirical evidence and opinion evidence BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FII.2 2.	Discuss how to detect fallacies in value arguments BookTaco Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.
BENCHMARK / PROFICIENCY	PS.3.FII.2 3.	Draft an affirmation position using a specific format BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FII.2 4.	Use evidence to develop basic arguments BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.2 6.	Practice the process of inquiry in the following order:
DESCRIPTOR	PS.3.FII.2 6.1.	examine data BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
DESCRIPTOR	PS.3.FII.2 6.3.	re-examine data BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
DESCRIPTOR	PS.3.FII.2 6.5.	provide data, evidence, that supports the answer BookTaco Book Talk

		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.3 3.**	**Discuss the differences between statements of fact, value, and policy** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.3 4.**	**Contrast the types of reasoning:**
DESCRIPTOR	**PS.3.FII.3 4.3.**	**deductive** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**
DESCRIPTOR	**PS.3.FII.3 4.4.**	**inductive** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.3 6.**	**Develop a fundamental understanding of the structure and format of each public speech to create an effective presentation:**
DESCRIPTOR	**PS.3.FII.3 6.1.**	**extemporaneous speaking** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**ICS.**	**Intermediate Communication Skills**
PERFORMANCE EXPECTATION	**ICS.4.FII.**	**Students will demonstrate communication skills at an intermediate level.**
BENCHMARK / PROFICIENCY	**ICS.4.FII. 3.**	**Participate in discussions for varied purposes** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**ICS.**	**Intermediate Communication Skills**
PERFORMANCE	**ICS.4.FII.**	**Students will demonstrate communication skills at an intermediate level.**

EXPECTATION		
BENCHMARK / PROFICIENCY	ICS.4.FII. 7.	Demonstrate appropriate articulation:
DESCRIPTOR	ICS.4.FII. 7.3.	pronunciation **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**ICS.**	**Intermediate Communication Skills**
PERFORMANCE EXPECTATION	**ICS.4.FII.**	**Students will demonstrate communication skills at an intermediate level.**
BENCHMARK / PROFICIENCY	**ICS.4.FII. 12.**	**Adjust vocal projection based on the following:**
DESCRIPTOR	ICS.4.FII. 12.1.	level of noise in environment **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	ICS.4.FII. 12.2.	size of audience **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	ICS.4.FII. 12.3.	size of room **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**OI.**	**Oral Interpretation**
PERFORMANCE EXPECTATION	**OI.1.FIII.**	**Students will demonstrate proficient competency through a variety of literary performances.**
BENCHMARK / PROFICIENCY	**OI.1.FIII. 5.**	**Generate appropriate movement for performances:**
DESCRIPTOR	OI.1.FIII. 5.2.	movement to delineate character, time, place and/or mood **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts**

		Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.

Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
Plot Diagram
Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
Point Of View!
Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
Story Mapping
The describe the characters, setting, beginning, middle and end of the story.

STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIII.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIII. 7.	Implement correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity) **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.

STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIII.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIII. 10.	Select literature to be performed based on selected criteria **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	OI.1.FIII. 11.	Conduct an audience analysis **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.

BENCHMARK / PROFICIENCY	OI.1.FIII. 12.	Analyze a character's complexity to develop a fully actualized performance **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	OI.1.FIII. 15.	Experiment and perfect various introductory methods (e.g., author biography, excerpt/exposition, humor, narrative, related anecdote, startling statement, teasers) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	OI.1.FIII. 21.	Compare first- and third-person point-of-view **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PL.	Performance Literature
PERFORMANCE EXPECTATION	PL.2.FIII.	Students will demonstrate competency in a variety of genres.
BENCHMARK / PROFICIENCY	PL.2.FIII. 1.	Compare and analyze performance literature for specific settings to develop a fully actualized performance **BookTaco** **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	PL.2.FIII. 2.	Examine the theme of selected literature **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PL.	Performance Literature
PERFORMANCE EXPECTATION	PL.2.FIII.	Students will demonstrate competency in a variety of genres.
BENCHMARK / PROFICIENCY	PL.2.FIII. 9.	Develop a proficient understanding of basic competitive events adhering to national set performance criteria provided through the National Speech and Debate Association:
DESCRIPTOR	PL.2.FIII. 9.3.	extemporaneous speaking **BookTaco** **Book Talk**

		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**PL.**	**Performance Literature**
PERFORMANCE EXPECTATION	**PL.2.FIII.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / PROFICIENCY	**PL.2.FIII. 16.**	**Evaluate cutting from literature to determine its ability to stand alone as a performance piece to develop a fully actualized performance (e.g., beginning and end, complications that build, self-contained events)** **BookTaco** **Chapter Notes** **One page chapter notes organizer helps students organize characters and events for each chapter read.** **Compare & Contrast Characters** **Template and word bank for the analysis of two characters' similarities and differences.** **Draw It!** **Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.** **Plot Diagram** **Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.** **Retell The Story** **Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.** **Story Mapping** **The describe the characters, setting, beginning, middle and end of the story.**
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**PL.**	**Performance Literature**
PERFORMANCE EXPECTATION	**PL.2.FIII.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / PROFICIENCY	**PL.2.FIII. 19.**	**Analyze how characters evolve throughout a performance to develop a fully actualized performance** **BookTaco** **Book Review** **Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.** **Chapter Notes** **One page chapter notes organizer helps students organize characters and events for each chapter read.** **Compare & Contrast Characters** **Template and word bank for the analysis of two characters' similarities and differences.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.** **Plot Diagram** **Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.** **Story Mapping** **The describe the characters, setting, beginning, middle and end of the story.**
BENCHMARK / PROFICIENCY	**PL.2.FIII. 20.**	**Create introductions that capture the audience (e.g., dramatic, intriguing, shocking, tantalizing, unique)** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.FIII.**	**Forensics III**

CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII. 1.	Develop a proficient understanding of public speaking rules to create an effective presentation:
DESCRIPTOR	PS.3.FIII. 1.3.	extemporaneous speaking **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII. 4.	Examine criteria for speech topics (e.g., age appropriateness, creative angle, interesting to both genders, personal connection, sound documentation, speech type, uniqueness, universal appeal) **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIII. 10.	Defend selected methods of reasoning **BookTaco** Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.
BENCHMARK / PROFICIENCY	PS.3.FIII. 14.	Formulate and design a properly worded proposition of fact, value, and policy **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIII. 16.	Construct arguments to support a claim **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIII. 18.	Implement various persuasive, informative, and extemporaneous formats **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIII. 19.	Use evidence to develop basic arguments **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII. 21.	Practice the process of inquiry in the following order:
DESCRIPTOR	PS.3.FIII.	examine data

	21.1.	**BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
DESCRIPTOR	PS.3.FIII. 21.3.	re-examine data **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
DESCRIPTOR	PS.3.FIII. 21.5.	data that supports our answer = evidence **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIII.**	**Students will synthesize information to create a variety of speaking genres**
BENCHMARK / PROFICIENCY	**PS.3.FIII. 22.**	**Develop a fundamental understanding of the structure and format of each public speech to create an effective presentation:**
DESCRIPTOR	PS.3.FIII. 22.1.	extemporaneous speaking **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIII.**	**Students will synthesize information to create a variety of speaking genres**
BENCHMARK / PROFICIENCY	**PS.3.FIII. 25.**	**Discuss the differences between statements of fact, value, and policy to create an effective presentation** **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIII.**	**Students will synthesize information to create a variety of speaking genres**
BENCHMARK / PROFICIENCY	**PS.3.FIII. 26.**	**Contrast the types of reasoning to create an effective presentation:**
DESCRIPTOR	PS.3.FIII. 26.3.	deductive **BookTaco** **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words.
DESCRIPTOR	PS.3.FIII. 26.4.	inductive **BookTaco** **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words.
STRAND / TOPIC	**AR.FIII.**	**Forensics III**

CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII.28.	Synthesize information from research using scientific and technical texts, scholarly journals, and different media formats **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PCS.	Proficient Communication Skills
PERFORMANCE EXPECTATION	PCS.4.FIII.	Students will demonstrate communication skills at a proficient level.
BENCHMARK / PROFICIENCY	PCS.4.FIII.3.	Participate in discussions for varied purposes **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PCS.	Proficient Communication Skills
PERFORMANCE EXPECTATION	PCS.4.FIII.	Students will demonstrate communication skills at a proficient level.
BENCHMARK / PROFICIENCY	PCS.4.FIII.6.	Demonstrate appropriate articulation:
DESCRIPTOR	PCS.4.FIII.6.3.	pronunciation **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PCS.	Proficient Communication Skills
PERFORMANCE EXPECTATION	PCS.4.FIII.	Students will demonstrate communication skills at a proficient level.
BENCHMARK / PROFICIENCY	PCS.4.FIII.11.	Adjust vocal projection based on the following:
DESCRIPTOR	PCS.4.FIII.11.1.	level of noise in environment **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	PCS.4.FII	size of audience

	I.11.2.	**BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	PCS.4.FII I.11.3.	size of room **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	OA.	Oral Advocacy
PERFORMANCE EXPECTATION	OA.5.FIII.	Students will participate at the proficient level in community outreach, culminating in events.
BENCHMARK / PROFICIENCY	OA.5.FIII. 1.	Demonstrate a proficiency of terminology and execution of a competitive event **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIV.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIV.5 .	Generate appropriate movement for performances at a mastery level:
DESCRIPTOR	OI.1.FIV.5 .2.	movement to delineate character, time, place, and/or mood **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	OI.	Oral Interpretation
PERFORMANCE EXPECTATION	OI.1.FIV.	Students will demonstrate proficient competency through a variety of literary performances.
BENCHMARK / PROFICIENCY	OI.1.FIV.7 .	Master correct pronunciation and inflection (e.g., acceptance, education, limitations, locale, regional similarity) **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive.

		Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	**OI.**	**Oral Interpretation**
PERFORMANCE EXPECTATION	**OI.1.FIV.**	**Students will demonstrate proficient competency through a variety of literary performances.**
BENCHMARK / PROFICIENCY	OI.1.FIV.10.	Select literature to be performed based on selected criteria **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	OI.1.FIV.11.	Conduct an audience analysis **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	OI.1.FIV.12.	Analyze character complexity to develop a fully actualized performance **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	OI.1.FIV.15.	Experiment and perfect various introductory methods (e.g., author biography, excerpt/exposition, humor, narrative, related anecdote, startling statement, teasers)

		BookTaco **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / **PROFICIENCY**	OI.1.FIV.2 2.	Compare first- and third- person point-of-view **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT **STANDARD**	**PL.**	**Performance Literature**
PERFORMANCE **EXPECTATION**	**PL.2.FIV.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / **PROFICIENCY**	**PL.2.FIV.** **1.**	Compare and analyze performance literature for specific settings to develop a fully actualized performance at a mastery level **BookTaco** **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / **PROFICIENCY**	**PL.2.FIV.** **2.**	Examine the theme of the literature **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT **STANDARD**	**PL.**	**Performance Literature**
PERFORMANCE **EXPECTATION**	**PL.2.FIV.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / **PROFICIENCY**	**PL.2.FIV.** **9.**	Develop a mastery understanding of basic competitive events adhering to national set performance criteria provided through the National Speech and Debate Association:
DESCRIPTOR	**PL.2.FIV.** **9.3.**	extemporaneous speaking **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT **STANDARD**	**PL.**	**Performance Literature**
PERFORMANCE **EXPECTATION**	**PL.2.FIV.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / **PROFICIENCY**	**PL.2.FIV.** **16.**	Evaluate cutting from literature to determine its ability to stand alone as a performance piece to develop a fully actualized performance at a mastery level (e.g., beginning and end, complications that build, self-contained events) **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.

		Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	**PL.**	**Performance Literature**
PERFORMANCE EXPECTATION	**PL.2.FIV.**	**Students will demonstrate competency in a variety of genres.**
BENCHMARK / PROFICIENCY	**PL.2.FIV. 19.**	**Analyze how characters evolve throughout a performance to develop a fully actualized performance at a mastery level** **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	**PL.2.FIV. 20.**	**Create introductions that capture the audience (e.g., dramatic, intriguing, shocking, tantalizing, unique)** **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FIV. 1.**	**Develop a mastery understanding of public speaking rules to create an effective presentation:**
DESCRIPTOR	**PS.3.FIV. 1.2.**	**extemporaneous speaking** **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FIV. 4.**	**Examine criteria for speech topics at a mastery level (e.g., age appropriateness, creative angle, interesting to both genders, personal connection, sound documentation, speech type, uniqueness, universal appeal)** **BookTaco** **Book Talk**

		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIV. 10.	**Defend selected methods of reasoning** **BookTaco** **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words.
BENCHMARK / PROFICIENCY	PS.3.FIV. 14.	**Formulate and design a properly worded proposition of fact, value, and policy** **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIV. 16.	**Construct arguments to support a claim** **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIV. 18.	**Implement various persuasive, informative, and extemporaneous formats at a mastery level** **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PS.3.FIV. 19.	**Use evidence to develop stronger arguments at a mastery level** **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	PS.	**Public Speaking**
PERFORMANCE EXPECTATION	PS.3.FIV.	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	PS.3.FIV. 21.	**Practice the process of inquiry in the following order:**
DESCRIPTOR	PS.3.FIV. 21.1.	**examine data** **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
DESCRIPTOR	PS.3.FIV. 21.2.	**ask questions based on data** **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
DESCRIPTOR	PS.3.FIV. 21.3.	**re-examine data** **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
DESCRIPTOR	PS.3.FIV. 21.5.	**data that supports our answer = evidence**

		BookTaco
		Book Talk
		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.

STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FIV. 22.**	**Strengthen an understanding of the structure and format of each public speech to create an effective presentation at a mastery level:**
DESCRIPTOR	**PS.3.FIV. 22.1.**	**extemporaneous speaking** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**

STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FIV. 25.**	**Discuss the differences among statements of fact, value, and policy and use each to create effective presentations at mastery level** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**

STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FIV. 26.**	**Contrast the types of reasoning to create an effective presentation at a mastery level:**
DESCRIPTOR	**PS.3.FIV. 26.3.**	**deductive** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**
DESCRIPTOR	**PS.3.FIV. 26.4.**	**inductive** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**

STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FIV. 28.**	**Synthesize information from research using scientific and technical texts, scholarly journals, and different media formats** **BookTaco** **Book Notes** **Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.**

STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	**MCS.**	**Mastery Communication Skills**

PERFORMANCE EXPECTATION	MCS.4.FIV.	Students will demonstrate communication skills at a mastery level
BENCHMARK / PROFICIENCY	MCS.4.FIV.3.	Participate in discussions for varied purposes **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	MCS.	Mastery Communication Skills
PERFORMANCE EXPECTATION	MCS.4.FIV.	Students will demonstrate communication skills at a mastery level
BENCHMARK / PROFICIENCY	MCS.4.FIV.6.	Demonstrate appropriate articulation:
DESCRIPTOR	MCS.4.FIV.6.3	pronunciation **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	MCS.	Mastery Communication Skills
PERFORMANCE EXPECTATION	MCS.4.FIV.	Students will demonstrate communication skills at a mastery level
BENCHMARK / PROFICIENCY	MCS.4.FIV.11.	Adjust vocal projection based on the following:
DESCRIPTOR	MCS.4.FIV.11.1.	level of noise in environment **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	MCS.4.FIV.11.2.	size of audience **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	MCS.4.FIV.11.3.	size of room **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	OA.	Oral Advocacy

PERFORMANCE EXPECTATION	O A.5.FIV.	Students will participate at the mastery level in community outreach, culminating in events.
BENCHMARK / PROFICIENCY	O A.5.FIV. 7.	Explore how to separate valuable feedback from differing opinions and incorporate into interactions **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	PDC.	**Peer Directing and Critiquing**
PERFORMANCE EXPECTATION	PDC.6.FI V.	**Students will demonstrate mastery of independent peer directing and peer evaluation skills**
BENCHMARK / PROFICIENCY	PDC.6.FI V.5.	Communicate intention, physicality, and motivation of a character within the scene **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	PDC.6.FI V.6.	Determine the meaning of literature for direction purposes **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	PDC.6.FI V.8.	Analyze characters to apply blocking, movement, and aesthetics as the director of a performance **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters**

		Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	PDC.6.FIV.16.	Synthesize information from research using scientific and technical texts, scholarly journals and different media formats as it applies to directing choices **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
BENCHMARK / PROFICIENCY	PDC.6.FIV.19.	Conduct audience-centered analysis for production purposes **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
BENCHMARK / PROFICIENCY	PDC.6.FIV.20.	Cut a literary selection effectively for directing plays, musicals, and Readers Theaters **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	PDC.6.FIV.26.	Defend character motivation as it applies to directing **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!**

		Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
BENCHMARK / PROFICIENCY	PDC.6.FIV.28.	Interpret point of view to find meaning of a selection as it applies to a play, musical or Readers Theater script **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	AR.FIV.	**Forensics IV**
CONTENT STANDARD	PDC.	**Peer Directing and Critiquing**
PERFORMANCE EXPECTATION	PDC.6.FIV.	**Students will demonstrate mastery of independent peer directing and peer evaluation skills**
BENCHMARK / PROFICIENCY	PDC.6.FIV.32.	**Master directorial methods:**
DESCRIPTOR	PDC.6.FIV.32.1.	defend a point of view by writing a director's rationale **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC	AR.JII.	**Journalism II**
CONTENT STANDARD	W.	**Writing**
PERFORMANCE EXPECTATION	W.5.JII.	**Students will create various pieces of journalistically sound writing.**
BENCHMARK / PROFICIENCY	W.5.JII.3.	Gather information from valid sources **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC	AR.JII.	**Journalism II**
CONTENT STANDARD	PH.	**Photography**
PERFORMANCE EXPECTATION	PH.6.JII.	**Students will demonstrate a working knowledge of photographic principles.**
BENCHMARK / PROFICIENCY	PH.6.JII.1.	Produce visual content for media (e.g., photos, video, vlogs) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.JIII.	**Journalism III**
CONTENT STANDARD	W.	**Writing**
PERFORMANCE EXPECTATION	W.5.JIII.	**Students will create various pieces of journalistically sound writing.**
BENCHMARK / PROFICIENCY	W.5.JIII.12.	Analyze captions for journalistic style **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.JIV.	**Journalism IV**
CONTENT STANDARD	W.	**Writing**
PERFORMANCE EXPECTATION	W.5.JIV.	**Students will create various pieces of journalistically sound writing.**
BENCHMARK / PROFICIENCY	W.5.JIV.12.	Evaluate captions for journalistic style

		BookTaco **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**CC.**	**Communication Competencies**
PERFORMANCE EXPECTATION	**CC.2.OC 1S.**	**Students will practice communication competencies.**
BENCHMARK / PROFICIENCY	**CC.2.OC 1S.4.**	Define logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma) **BookTaco** **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**CC.**	**Communication Competencies**
PERFORMANCE EXPECTATION	**CC.2.OC 1S.**	**Students will practice communication competencies.**
BENCHMARK / PROFICIENCY	**CC.2.OC 1S.5.**	Evaluate oral messages in a variety of situations (e.g., public addresses, recorded media, classroom discussions):
DESCRIPTOR	**CC.2.OC 1S.5.2.**	delivery **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
DESCRIPTOR	**CC.2.OC 1S.5.5.**	word choice **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**CC.**	**Communication Competencies**
PERFORMANCE EXPECTATION	**CC.2.OC 1S.**	**Students will practice communication competencies.**
BENCHMARK / PROFICIENCY	**CC.2.OC 1S.6.**	Identify context-appropriate usage for oral messages:
DESCRIPTOR	**CC.2.OC 1S.6.5.**	vocabulary complexity **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**CA.**	**Communications Applications**
PERFORMANCE EXPECTATION	**CA.3.OC 1S.**	**Students will demonstrate effective intrapersonal communication.**
BENCHMARK / PROFICIENCY	**CA.3.OC 1S.1.**	Develop intrapersonal communication skills:
DESCRIPTOR	**CA.3.OC 1S.1.2.**	positive self-concept **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.

DESCRIPTOR	CA.3.OC1S.1.3.	positive self-talk **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**CA.**	**Communications Applications**
PERFORMANCE EXPECTATION	**CA.3.OC1S.**	**Students will demonstrate effective intrapersonal communication.**
BENCHMARK / PROFICIENCY	**CA.3.OC1S.2.**	Discuss intrapersonal communication concepts (e.g., Johari Window of self-awareness, Maslow's hierarchy of needs, self-fulfilling prophecy, self-script, fundamental attribution error, fixed vs. growth mindset, imposter syndrome) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**CA.**	**Communications Applications**
PERFORMANCE EXPECTATION	**CA.4.OC1S.**	**Students will demonstrate effective interpersonal communication.**
BENCHMARK / PROFICIENCY	**CA.4.OC1S.2.**	**Adapt message to the audience:**
DESCRIPTOR	CA.4.OC1S.2.1.	context (e.g., regional, situational, environmental) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**CA.**	**Communications Applications**
PERFORMANCE EXPECTATION	**CA.4.OC1S.**	**Students will demonstrate effective interpersonal communication.**
BENCHMARK / PROFICIENCY	**CA.4.OC1S.5.**	**Participate in collaborative discussions in a variety of contexts (e.g., classroom simulations, club meetings, learning teams, civic meetings, co-curricular contests):**
DESCRIPTOR	CA.4.OC1S.5.3.	orms **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
DESCRIPTOR	CA.4.OC1S.5.4.	preparation **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**

CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC1 S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC1 S.1.	Present informal speeches adapting the message to a variety of contexts and tasks (e.g., impromptu, toast, introduction, after dinner, entertainment) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC1 S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC1 S.2.	Prepare a variety of formal speeches (e.g., demonstration, informative, persuasive, problem-solution) for delivery
DESCRIPTOR	PS.5.OC1 S.2.1.	analyze audience **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC1 S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC1 S.3.	Research speech topic:
DESCRIPTOR	PS.5.OC1 S.3.3.	locate appropriate resources (e.g., purpose, audience, task) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC1 S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC1 S.6.	Demonstrate the ability to give and receive constructive criticism:
DESCRIPTOR	PS.5.OC1 S.6.1.	critique oral messages (e.g., clarity, delivery, word choice, body language, use of language, evidence) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC1 S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC1 S.8.	Apply debate fundamentals in an informal or formal debate:
DESCRIPTOR	PS.5.OC1 S.8.2.	support or refute the resolution with research **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public

		speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.5.OC1 S.**	**Students will deliver a variety of formal and informal public speeches.**
BENCHMARK / PROFICIENCY	**PS.5.OC1 S.9.**	**Perform oral readings (e.g., poetry, prose, dramatic monologues, historical speeches) using effective paralanguage**
DESCRIPTOR	**PS.5.OC1 S.9.1.**	diction **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**CC.**	**Communication Competencies**
PERFORMANCE EXPECTATION	**CC.2.OC 2S.**	**Students will practice communication competencies.**
BENCHMARK / PROFICIENCY	**CC.2.OC 2S.3.**	**Adjust for alternative views:**
DESCRIPTOR	**CC.2.OC 2S.3.3**	perception **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**CC.**	**Communication Competencies**
PERFORMANCE EXPECTATION	**CC.2.OC 2S.**	**Students will practice communication competencies.**
BENCHMARK / PROFICIENCY	**CC.2.OC 2S.5.**	**Recognize logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)** **BookTaco** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.**
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**CC.**	**Communication Competencies**
PERFORMANCE EXPECTATION	**CC.2.OC 2S.**	**Students will practice communication competencies.**
BENCHMARK / PROFICIENCY	**CC.2.OC 2S.6.**	**Evaluate oral messages in a variety of situations (e.g., public addresses, recorded media, classroom discussions):**
DESCRIPTOR	**CC.2.OC 2S.6.1.**	clarity **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**CC.2.OC 2S.6.2.**	delivery **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
DESCRIPTOR	**CC.2.OC 2S.6.5.**	word choice **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public

		speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**CC.**	**Communication Competencies**
PERFORMANCE EXPECTATION	**CC.2.OC 2S.**	**Students will practice communication competencies.**
BENCHMARK / PROFICIENCY	**CC.2.OC 2S.7.**	**Identify context-appropriate usage for oral messages:**
DESCRIPTOR	**CC.2.OC 2S.7.6.**	**vocabulary complexity** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**CA.**	**Communications Applications**
PERFORMANCE EXPECTATION	**CA.3.OC 2S.**	**Students will demonstrate effective intrapersonal communication.**
BENCHMARK / PROFICIENCY	**CA.3.OC 2S.1.**	**Develop intrapersonal communication skills:**
DESCRIPTOR	**CA.3.OC 2S.1.2.**	**growth mindset** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
DESCRIPTOR	**CA.3.OC 2S.1.3.**	**perceptual process** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
DESCRIPTOR	**CA.3.OC 2S.1.4.**	**positive self-concept** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
DESCRIPTOR	**CA.3.OC 2S.1.5.**	**positive self-talk** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**CA.**	**Communications Applications**
PERFORMANCE EXPECTATION	**CA.3.OC 2S.**	**Students will demonstrate effective intrapersonal communication.**
BENCHMARK / PROFICIENCY	**CA.3.OC 2S.2.**	**Discuss these concepts of intrapersonal communication:**

DESCRIPTOR	CA.3.OC2S.2.1.	fixed vs. growth mindset **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
DESCRIPTOR	CA.3.OC2S.2.2.	fundamental attribution error **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
DESCRIPTOR	CA.3.OC2S.2.3.	imposter syndrome **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
DESCRIPTOR	CA.3.OC2S.2.5.	Maslow's hierarchy of needs **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
DESCRIPTOR	CA.3.OC2S.2.6.	self-fulfilling prophecy **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
DESCRIPTOR	CA.3.OC2S.2.7.	self-script **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT STANDARD	CA.	Communications Applications
PERFORMANCE EXPECTATION	CA.4.OC2S.	Students will demonstrate effective interpersonal communication.
BENCHMARK / PROFICIENCY	CA.4.OC2S.2.	Adapt message to the audience:
DESCRIPTOR	CA.4.OC2S.2.1.	context (e.g., regional, situational, environmental) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT	CA.	Communications Applications

STANDARD		
PERFORMANCE EXPECTATION	CA.4.OC2S.	Students will demonstrate effective interpersonal communication.
BENCHMARK / PROFICIENCY	CA.4.OC2S.3.	Demonstrate conversation skills in informal communication
DESCRIPTOR	CA.4.OC2S.3.1.	extenders **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT STANDARD	CA.	Communications Applications
PERFORMANCE EXPECTATION	CA.4.OC2S.	Students will demonstrate effective interpersonal communication.
BENCHMARK / PROFICIENCY	CA.4.OC2S.5.	Participate in collaborative discussions in a variety of contexts (e.g., classroom simulations, club meetings, learning teams, civic meetings, co-curricular contests):
DESCRIPTOR	CA.4.OC2S.5.6.	responses to diverse perspectives **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC2S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC2S.1.	Present informal speeches adapting the message to a variety of contexts and tasks (e.g., impromptu, toast, introduction, after dinner, entertainment) **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC2S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC2S.2.	Present a variety of formal speeches (e.g., demonstration, informative, persuasive, problem-solution) following the appropriate preparation process:
DESCRIPTOR	PS.5.OC2S.2.2.	analyze audience **BookTaco** Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.5.OC2S.	Students will deliver a variety of formal and informal public speeches.
BENCHMARK / PROFICIENCY	PS.5.OC2S.3.	Research speech topic:
DESCRIPTOR	PS.5.OC2S.3.1.	locate appropriate resources (e.g., purpose, audience, task) **BookTaco** Book Talk

		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.5.OC2S.**	**Students will deliver a variety of formal and informal public speeches.**
BENCHMARK / PROFICIENCY	**PS.5.OC2S.6.**	**Demonstrate the ability to give and receive constructive criticism:**
DESCRIPTOR	**PS.5.OC2S.6.3.**	**critique oral messages (e.g., clarity, delivery, word choice, body language, use of language, evidence)** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.5.OC2S.**	**Students will deliver a variety of formal and informal public speeches.**
BENCHMARK / PROFICIENCY	**PS.5.OC2S.8.**	**Apply debate fundamentals in a variety of formal and informal debates:**
DESCRIPTOR	**PS.5.OC2S.8.2.**	**Support or refute the resolution with research** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.5.OC2S.**	**Students will deliver a variety of formal and informal public speeches.**
BENCHMARK / PROFICIENCY	**PS.5.OC2S.9.**	**Perform multiple oral readings (e.g., poetry, prose, dramatic monologues, historical speeches) using appropriate paralanguage:**
DESCRIPTOR	**PS.5.OC2S.9.1.**	**diction** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**