

**Main Criteria:** California Content Standards

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 10

**Correlation Options:** Show Correlated

**California Content Standards**

**Language Arts**

Grade: **10** - Adopted: **2013**

| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.R.  | College and Career Readiness Anchor Standards for Reading  |
|----------------------------------|------------------------------|--|
| PERFORMANCE STANDARD / MODE      |                              | Key Ideas and Details  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.R.1 | <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>BookTaco</b><br/><b>Book Notes</b><br/>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.</p> <p><b>Book Quiz</b><br/>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.</p> <p><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b><br/>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.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b><br/>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b><br/>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C         | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |

|                                  |                              |   |
|----------------------------------|------------------------------|---|
|                                  | CRA.R.2                      | <p><b>BookTaco</b><br/> <b>Book Talk</b><br/> 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.</p> <p><b>Chapter Notes</b><br/> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b><br/> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b><br/> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b><br/> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b><br/> 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.</p> <p><b>Plot Diagram</b><br/> 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.</p> <p><b>Point Of View!</b><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/> The describe the characters, setting, beginning, middle and end of the story.</p>                               |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.R.3 | <p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><b>BookTaco</b><br/> <b>Book Review</b><br/> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b><br/> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b><br/> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b><br/> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b><br/> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b><br/> 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.</p> <p><b>Plot Diagram</b><br/> 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.</p> <p><b>Point Of View!</b><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/> The describe the characters, setting, beginning, middle and end of the story.</p> |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.R.  | College and Career Readiness Anchor Standards for Reading   |

|   |                              |   |
|---|------------------------------|---|
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Craft and Structure</b>  |
| <b>EXPECTATION / SUBSTRAND</b>          | CCSS.EL A-Literacy.C CRA.R.4 | <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>BookTaco</u><br/> <u>Chapter Notes</u><br/> One page chapter notes organizer helps students organize characters and events for each chapter read.<br/> <u>Compare &amp; Contrast Characters</u><br/> Template and word bank for the analysis of two characters' similarities and differences.<br/> <u>Definition Matching</u><br/> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br/> <u>Draw It!</u><br/> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br/> <u>Nonfiction Book Report</u><br/> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br/> <u>Plot Diagram</u><br/> 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.<br/> <u>Point Of View!</u><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br/> <u>Retell The Story</u><br/> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br/> <u>Sample Unscramble Sentence</u><br/> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br/> <u>Story Mapping</u><br/> The describe the characters, setting, beginning, middle and end of the story.</p> |
| <b>EXPECTATION / SUBSTRAND</b>          | CCSS.EL A-Literacy.C CRA.R.5 | <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><u>BookTaco</u><br/> <u>Book Review</u><br/> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br/> <u>Paragraph Writing Prompts</u><br/> 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.<br/> <u>Plot Diagram</u><br/> 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.<br/> <u>Retell The Story</u><br/> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br/> <u>Story Mapping</u><br/> The describe the characters, setting, beginning, middle and end of the story.</p>   |
| <b>EXPECTATION / SUBSTRAND</b>          | CCSS.EL A-Literacy.C CRA.R.6 | <p>Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>BookTaco</u><br/> <u>Point Of View!</u><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CCSS.EL A-Literacy.C CRA.R.  | <b>College and Career Readiness Anchor Standards for Reading</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | <b>Integration of Knowledge and Ideas</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | CCSS.EL A-Literacy.C CRA.R.7 | <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>BookTaco</u></p>  |

|   |                                      |  |
|---|--------------------------------------|--|
|   |                                      | <p><b>Book Notes</b><br/>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.</p> <p><b>Book Quiz</b><br/>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.</p> <p><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b><br/>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.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b><br/>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b><br/>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b><br/>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Reading Log</b><br/>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.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p> |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CCSS.EL A-Literacy.C CRA.R.</b>   | <b>College and Career Readiness Anchor Standards for Reading</b>   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                                      | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>CCSS.EL A-Literacy.C CRA.R.10</b> | <p>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>BookTaco</b></p> <p><b>Book Notes</b><br/>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.</p> <p><b>Book Quiz</b><br/>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.</p> <p><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and</p>   |

|   |                              |   |
|---|------------------------------|---|
|   |                              | <p>their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b><br/>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.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b><br/>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b><br/>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b><br/>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Reading Log</b><br/>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.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p> |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CCSS.EL A-Literacy.C CRA.W.  | College and Career Readiness Anchor Standards for Writing   |
| <b>PERFORMANCE STANDARD / MODE</b>      |                              | Research to Build and Present Knowledge   |
| <b>EXPECTATION / SUBSTRAND</b>          | CCSS.EL A-Literacy.C CRA.W.8 | <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>BookTaco</b><br/><b>Book Notes</b><br/>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.</p>   |
| <b>EXPECTATION / SUBSTRAND</b>          | CCSS.EL A-Literacy.C CRA.W.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>BookTaco</b><br/><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction Book Report</b><br/>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p>   |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | CCSS.EL A-Literacy.C CRA.W.  | College and Career Readiness Anchor Standards for Writing   |

|                                  |                               |  |
|----------------------------------|-------------------------------|--|
| PERFORMANCE STANDARD / MODE      |                               | Range of Writing   |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br><br><a href="#">BookTaco</a><br><a href="#">Paragraph Writing Prompts</a><br>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.   |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening   |
| PERFORMANCE STANDARD / MODE      |                               | Comprehension and Collaboration  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.<br><br><a href="#">BookTaco</a><br><a href="#">Book Talk</a><br>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.<br><a href="#">Nonfiction Text Features</a><br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br><a href="#">BookTaco</a><br><a href="#">Book Notes</a><br>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.  |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.SL.  | College and Career Readiness Anchor Standards for Speaking and Listening   |
| PERFORMANCE STANDARD / MODE      |                               | Presentation of Knowledge and Ideas  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.SL.5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.<br><br><a href="#">BookTaco</a><br><a href="#">Book Talk</a><br>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.  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-Literacy.C CRA.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.<br><br><a href="#">BookTaco</a><br><a href="#">Book Talk</a><br>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.   |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL A-Literacy.C CRA.L.   | College and Career Readiness Anchor Standards for Language   |
| PERFORMANCE STANDARD / MODE      |                               | Conventions of Standard English  |
| EXPECTATION / SUBSTRAND          | CCSS.EL A-                    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |

|                                  |  |   |
|----------------------------------|--|---|
|                                  | Literacy.C<br>CRA.L.1                  | <p><a href="#">BookTaco</a><br/> <a href="#">Sample Unscramble Sentence</a><br/> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br/> <a href="#">Word Introduction</a><br/> Introduction to definitions, synonyms, antonyms and contextual usage.</p>  |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.2 | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Hear It Say It Write It</a><br/> Word pronunciation with student modeling along with word writing in print or cursive.<br/> <a href="#">Word Introduction</a><br/> Introduction to definitions, synonyms, antonyms and contextual usage.<br/> <a href="#">Word Jumble</a><br/> Active and fun learning medium promoting language acquisition through contextual and visual experience.<br/> <a href="#">Word Ladder</a><br/> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>   |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE STANDARD / MODE      |  | Knowledge of Language   |
| EXPECTATION / SUBSTRAND          | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.3 | <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Chapter Notes</a><br/> One page chapter notes organizer helps students organize characters and events for each chapter read.<br/> <a href="#">Compare &amp; Contrast Characters</a><br/> Template and word bank for the analysis of two characters' similarities and differences.<br/> <a href="#">Draw It!</a><br/> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br/> <a href="#">Nonfiction Book Report</a><br/> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br/> <a href="#">Plot Diagram</a><br/> 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.<br/> <a href="#">Point Of View!</a><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br/> <a href="#">Retell The Story</a><br/> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br/> <a href="#">Sample Unscramble Sentence</a><br/> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br/> <a href="#">Sentence Completion</a><br/> Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br/> <a href="#">Story Mapping</a><br/> The describe the characters, setting, beginning, middle and end of the story.<br/> <a href="#">Word Introduction</a><br/> Introduction to definitions, synonyms, antonyms and contextual usage.<br/> <a href="#">Word Jumble</a><br/> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> |
| CONTENT STANDARD / DOMAIN / PART | CCSS.EL<br>A-<br>Literacy.C<br>CRA.L.  | College and Career Readiness Anchor Standards for Language  |
| PERFORMANCE STANDARD /           |  | Vocabulary Acquisition and Use  |

| MODE                    |                              |  |
|-------------------------|------------------------------|--|
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Definition Matching</a><br/>           Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br/> <a href="#">Sample Unscramble Sentence</a><br/>           These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br/> <a href="#">Sentence Completion</a><br/>           Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br/> <a href="#">Vocabulary Test</a><br/>           Final assessment module featuring multiple choice environment.<br/> <a href="#">Word Introduction</a><br/>           Introduction to definitions, synonyms, antonyms and contextual usage.<br/> <a href="#">Word Jumble</a><br/>           Active and fun learning medium promoting language acquisition through contextual and visual experience.<br/> <a href="#">Word Ladder</a><br/>           Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>  |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Definition Matching</a><br/>           Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>   |
| EXPECTATION / SUBSTRAND | CCSS.EL A-Literacy.C CRA.L.6 | <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Book Talk</a><br/>           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.<br/> <a href="#">Chapter Notes</a><br/>           One page chapter notes organizer helps students organize characters and events for each chapter read.<br/> <a href="#">Compare &amp; Contrast Characters</a><br/>           Template and word bank for the analysis of two characters' similarities and differences.<br/> <a href="#">Definition Matching</a><br/>           Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br/> <a href="#">Draw It!</a><br/>           Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br/> <a href="#">Hear It Say It Write It</a><br/>           Word pronunciation with student modeling along with word writing in print or cursive.<br/> <a href="#">Nonfiction Book Report</a><br/>           Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br/> <a href="#">Plot Diagram</a><br/>           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.<br/> <a href="#">Point Of View!</a><br/>           Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br/> <a href="#">Retell The Story</a><br/>           Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br/> <a href="#">Sample Unscramble Sentence</a><br/>           These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br/> <a href="#">Sentence Completion</a><br/>           Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> |



|   |                        |  |
|---|------------------------|--|
|   |                        | <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p> <p><b>Word Introduction</b><br/>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b><br/>Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b><br/>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.R L.9-10.</b> | <b>Reading Standards for Literature</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                        | <b>Key Ideas and Details</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.9-10.1.</b>      | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>BookTaco</b><br/><b>Book Notes</b><br/>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.</p> <p><b>Book Quiz</b><br/>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.</p> <p><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b><br/>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.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p> |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RL.9-10.2.</b>      | <p>Determine a theme or central idea 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; provide an objective summary of the text.</p> <p><b>BookTaco</b><br/><b>Book Talk</b><br/>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.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p>  |

|                                  |                 |   |
|----------------------------------|-----------------|---|
|                                  |                 | <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p>   |
| EXPECTATION / SUBSTRAND          | RL.9-10.3.      | <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>BookTaco</b><br/><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p> |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.9-10. | Reading Standards for Literature  |
| PERFORMANCE STANDARD / MODE      |                 | Craft and Structure   |
| EXPECTATION / SUBSTRAND          | RL.9-10.4.      | <p>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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA</p> <p><b>BookTaco</b><br/><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Definition Matching</b><br/>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>      |

|                                  |                 |  |
|----------------------------------|-----------------|--|
|                                  |                 | <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p>   |
| EXPECTATION / SUBSTRAND          | RL.9-10.5.      | <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>BookTaco</b><br/><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p>   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.R L.9-10. | Reading Standards for Literature   |
| PERFORMANCE STANDARD / MODE      |                 | Range of Reading and Level of Text Complexity  |
| EXPECTATION / SUBSTRAND          | RL.9-10.10.     | <p>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.</p> <p><b>BookTaco</b><br/><b>Book Notes</b><br/>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.</p> <p><b>Book Quiz</b><br/>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.</p> <p><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b><br/>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.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters’ similarities and differences.</p> <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b><br/>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.</p> <p><b>Plot Diagram</b><br/>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.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b></p> |

|   |                       |  |
|---|-----------------------|--|
|   |                       | The describe the characters, setting, beginning, middle and end of the story.  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.9-10.</b> | <b>Reading Standards for Information Text</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                       | <b>Key Ideas and Details</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RI.9-10.1.</b>     | <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u><a href="#">BookTaco</a></u><br/> <u><a href="#">Book Notes</a></u><br/> 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.<br/> <u><a href="#">Book Quiz</a></u><br/> 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.<br/> <u><a href="#">Book Review</a></u><br/> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br/> <u><a href="#">Book Talk</a></u><br/> 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.<br/> <u><a href="#">Nonfiction 3-2-1 Fun</a></u><br/> Nonfiction graphic organizer helps students organize their understanding of a book or text.<br/> <u><a href="#">Nonfiction Book Report</a></u><br/> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br/> <u><a href="#">Paragraph Writing Prompts</a></u><br/> 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.</p> |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RI.9-10.2.</b>     | <p>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; provide an objective summary of the text.</p> <p><u><a href="#">BookTaco</a></u><br/> <u><a href="#">Book Talk</a></u><br/> 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.<br/> <u><a href="#">Nonfiction 3-2-1 Fun</a></u><br/> Nonfiction graphic organizer helps students organize their understanding of a book or text.<br/> <u><a href="#">Nonfiction Book Report</a></u><br/> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br/> <u><a href="#">Paragraph Writing Prompts</a></u><br/> 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.</p>  |
| <b>CONTENT STANDARD / DOMAIN / PART</b> | <b>CA.CC.RI.9-10.</b> | <b>Reading Standards for Information Text</b>  |
| <b>PERFORMANCE STANDARD / MODE</b>      |                       | <b>Craft and Structure</b>   |
| <b>EXPECTATION / SUBSTRAND</b>          | <b>RI.9-10.4.</b>     | <p>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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA</p> <p><u><a href="#">BookTaco</a></u><br/> <u><a href="#">Nonfiction Book Report</a></u><br/> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br/> <u><a href="#">Sample Unscramble Sentence</a></u><br/> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>   |

|                                  |                 |   |
|----------------------------------|-----------------|---|
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.9-10.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |                 | Research to Build and Present Knowledge   |
| EXPECTATION / SUBSTRAND          | W.9-10.7.       | <p>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.</p> <p><a href="#">BookTaco</a><br/><a href="#">Book Notes</a><br/>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.</p>  |
| EXPECTATION / SUBSTRAND          | W.9-10.8.       | <p>Gather relevant information from multiple authoritative 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 and following a standard format for citation including footnotes and endnotes. CA</p> <p><a href="#">BookTaco</a><br/><a href="#">Book Notes</a><br/>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.</p> |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.W.9-10.   | Writing Standards   |
| PERFORMANCE STANDARD / MODE      |                 | Range of Writing  |
| EXPECTATION / SUBSTRAND          | W.9-10.10.      | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><a href="#">BookTaco</a><br/><a href="#">Paragraph Writing Prompts</a><br/>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.</p>   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.9-10. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |                 | Comprehension and Collaboration   |
| EXPECTATION / SUBSTRAND          | 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.  |
| FOUNDATION / PROFICIENCY LEVEL   | SL.9-10.1.a.    | <p>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.</p> <p><a href="#">BookTaco</a><br/><a href="#">Book Talk</a><br/>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.<br/><a href="#">Nonfiction Text Features</a><br/>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>  |
| FOUNDATION / PROFICIENCY LEVEL   | SL.9-10.1.c.    | <p>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.</p> <p><a href="#">BookTaco</a><br/><a href="#">Book Talk</a></p>   |

|                                  |                 |   |
|----------------------------------|-----------------|---|
|                                  |                 | <p>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.</p> <p><b>Nonfiction Text Features</b></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>   |
| FOUNDATION / PROFICIENCY LEVEL   | SL.9-10.1.d.    | <p>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.</p> <p><b>BookTaco</b><br/><b>Book Talk</b></p> <p>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.</p> <p><b>Nonfiction Text Features</b></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.S L.9-10. | Speaking and Listening Standards  |
| PERFORMANCE STANDARD / MODE      |                 | Presentation of Knowledge and Ideas   |
| EXPECTATION / SUBSTRAND          | SL.9-10.5.      | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>BookTaco</b><br/><b>Book Talk</b></p> <p>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.</p>  |
| EXPECTATION / SUBSTRAND          | SL.9-10.6.      | <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p> <p><b>BookTaco</b><br/><b>Book Talk</b></p> <p>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.</p>  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 9-10.  | Language Standards  |
| PERFORMANCE STANDARD / MODE      |                 | Conventions of Standards English  |
| EXPECTATION / SUBSTRAND          | L.9-10.2.       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| FOUNDATION / PROFICIENCY LEVEL   | L.9-10.2.c.     | <p>Spell correctly.</p> <p><b>BookTaco</b><br/><b>Hear It Say It Write It</b></p> <p>Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Word Introduction</b></p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b></p> <p>Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b></p> <p>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>   |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 9-10.  | Language Standards  |
| PERFORMANCE STANDARD / MODE      |                 | Vocabulary Acquisition and Use  |
| EXPECTATION /                    | L.9-10.4.       | Determine or clarify the meaning of unknown and multiple-meaning words and  |

|                                  |                |   |
|----------------------------------|----------------|---|
| SUBSTRAND                        |                | phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.9-10.4.a.    | <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Sample Unscramble Sentence</a><br/> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br/> <a href="#">Sentence Completion</a><br/> Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br/> <a href="#">Word Introduction</a><br/> Introduction to definitions, synonyms, antonyms and contextual usage.<br/> <a href="#">Word Jumble</a><br/> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> |
| FOUNDATION / PROFICIENCY LEVEL   | L.9-10.4.c.    | <p>Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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. CA</p> <p><a href="#">BookTaco</a><br/> <a href="#">Nonfiction Text Features</a><br/> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>  |
| FOUNDATION / PROFICIENCY LEVEL   | L.9-10.4.d.    | <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><a href="#">BookTaco</a><br/> <a href="#">Sample Unscramble Sentence</a><br/> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br/> <a href="#">Sentence Completion</a><br/> Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br/> <a href="#">Word Introduction</a><br/> Introduction to definitions, synonyms, antonyms and contextual usage.<br/> <a href="#">Word Jumble</a><br/> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>                      |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 9-10. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |                | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | L.9-10.5.      | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| FOUNDATION / PROFICIENCY LEVEL   | L.9-10.5.b.    | <p>Analyze nuances in the meaning of words with similar denotations.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Definition Matching</a><br/> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>  |
| CONTENT STANDARD / DOMAIN / PART | CA.CC.L. 9-10. | Language Standards  |
| PERFORMANCE STANDARD / MODE      |                | Vocabulary Acquisition and Use  |
| EXPECTATION / SUBSTRAND          | L.9-10.6.      | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Book Talk</a><br/> 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.</p>   |

### **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**

The describe the characters, setting, beginning, middle and end of the story.

### **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.