

Main Criteria: Colorado Academic Standards (CAS)

Secondary Criteria: BookTaco

Subject: Language Arts

Grade: 2

Correlation Options: Show Correlated

Colorado Academic Standards (CAS)

Language Arts

Grade: 2 - Adopted: 2010

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4) <u>BookTaco</u> <u>Book Talk</u> 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.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.b.	Contribute knowledge to a small group or class discussion to develop a topic. <u>BookTaco</u> <u>Book Talk</u> 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.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.c.	Maintain focus on the topic. <u>BookTaco</u> <u>Book Talk</u> 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 AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.a.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a) <u>BookTaco</u> <u>Book Talk</u> 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. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b) <u>BookTaco</u> <u>Book Talk</u> 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. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

		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.
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.b.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) 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. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences. 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. 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.
EVIDENCE OUTCOMES	2.2.1.a.ii.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1) 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.

		<p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p>
EVIDENCE OUTCOMES	2.2.1.a.iv.	<p>Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.1.b.iii	<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)</p> <p>BookTaco Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EVIDENCE OUTCOMES	2.2.1.b.iv	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)</p> <p>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.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	2.2.1.c.i.	<p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and</p>

		<p>differences.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	2.2.1.d.i.	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)</p> <p>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.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>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.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.e.	<p>Compare formal and informal uses of English. (CCSS: L.2.3a)</p> <p>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</p>

		speaking skills, collaboration, advocacy and student voice.
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.2.a.i.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1) <u>BookTaco</u> <u>Book Quiz</u> 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. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.
EVIDENCE OUTCOMES	2.2.2.a.ii.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2) <u>BookTaco</u> <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> 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.
EVIDENCE OUTCOMES	2.2.2.a.iv.	Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud. <u>BookTaco</u> <u>Book Talk</u> 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. <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> 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 AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.2.b.i.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.) <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EVIDENCE OUTCOMES	2.2.2.b.ii.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5) <u>BookTaco</u>

		<p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	2.2.2.c.i.	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)</p> <p><u>BookTaco</u> Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EVIDENCE OUTCOMES	2.2.2.c.ii.	<p>Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)</p> <p><u>BookTaco</u> 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.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	2.2.2.d.i.	<p>Adjust reading rate according to type of text and purpose for reading.</p> <p><u>BookTaco</u> 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.</p>
EVIDENCE OUTCOMES	2.2.2.d.ii.	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10)</p> <p><u>BookTaco</u> 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.</p>

		<p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p>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.</p> <p>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.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.e.	<p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)</p> <p>BookTaco Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.i.	<p>Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)</p> <p>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.</p>
EVIDENCE OUTCOMES	2.2.3.b.iii	<p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)</p> <p>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.</p>
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)
EVIDENCE OUTCOMES	2.2.3.c.i.	<p>Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)</p> <p>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.</p>

CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.i.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a) <u>BookTaco</u> 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.

CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6) <u>BookTaco</u> 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. 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.

		<p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p>Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.e.	<p>Use relevant details when responding in writing to questions about texts.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.f.	<p>State a focus when responding to a given question, and use details from text to support a given focus.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p>
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.vi i.	<p>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
EVIDENCE OUTCOMES	2.3.3.a.ix	<p>Spell high-frequency words correctly</p> <p>BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p>Word Introduction</p>

		<p>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p>Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iv	<p>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)</p> <p>BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p>Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
CONTENT AREA	CO.2.4.	Research and Reasoning
STANDARD	2.4.1.	Reference materials help us locate information and answer questions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.1.c.	<p>Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type).</p> <p>BookTaco Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.1.e.	<p>Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)</p> <p>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.</p>
CONTENT AREA	CO.2.4.	Research and Reasoning
STANDARD	2.4.2.	Questions are essential to analyze and evaluate the quality of thinking. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.2.a.	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (CCSS: W.2.7)</p>
EVIDENCE OUTCOMES	2.4.2.a.ii.	<p>Acknowledge the need to treat all viewpoints fair-mindedly</p> <p>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.</p>