

Main Criteria: Colorado Academic Standards (CAS)

Secondary Criteria: BookTaco

Subject: Language Arts

Grade: 3

Correlation Options: Show Correlated

Colorado Academic Standards (CAS)

Language Arts

Grade: 3 - Adopted: 2010

CONTENT AREA	CO.3.1.	Oral Expression and Listening
STANDARD	3.1.1.	Oral communication is used both informally and formally. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.1.a.	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)</p> <p><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.</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.1.c.	<p>Speak clearly, using appropriate volume and pitch for the purpose and audience.</p> <p><u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
CONTENT AREA	CO.3.1.	Oral Expression and Listening
STANDARD	3.1.2.	Successful group activities need the cooperation of everyone. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.2.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1)
EVIDENCE OUTCOMES	3.1.2.a.i.	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)</p> <p><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.</p>
EVIDENCE OUTCOMES	3.1.2.a.ii.	<p>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.3.1b)</p> <p><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.</p>

		<p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EVIDENCE OUTCOMES	3.1.2.a.iii	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)</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 speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EVIDENCE OUTCOMES	3.1.2.a.iv	<p>Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)</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 speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EVIDENCE OUTCOMES	3.1.2.a.v	<p>Use eye contact, volume, and tone appropriate to audience and purpose</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 speaking skills, collaboration, advocacy and student voice.</p>
CONTENT AREA	CO.3.1.	Oral Expression and Listening
STANDARD	3.1.2.	Successful group activities need the cooperation of everyone. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.1.2.b.	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)</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 speaking skills, collaboration, advocacy and student voice.</p> <p>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	3.1.2.c.	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)</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 speaking skills, collaboration, advocacy and student voice.</p>
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	3.2.1.a.i.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)</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</p>

		their overall rating of the characters, plot, and appeal.
EVIDENCE OUTCOMES	3.2.1.a.ii.	<p>Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)</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>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</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>
EVIDENCE OUTCOMES	3.2.1.a.iii	<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)</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 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>
EVIDENCE OUTCOMES	3.2.1.a.iv.	<p>Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays</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</p>

		<p>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>
EVIDENCE OUTCOMES	3.2.1.a.v.	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)</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.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	3.2.1.b.i.	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
EVIDENCE OUTCOMES	3.2.1.b.ii.	<p>Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events</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	3.2.1.b.iii	<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)</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 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</p>

		<p>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>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>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>
EVIDENCE OUTCOMES	3.2.1.b.iv	<p>Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</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.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	3.2.1.c.ii.	<p>Summarize central ideas and important details from literary text</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 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.3.2.	Reading for All Purposes
STANDARD	3.2.1.	Strategies are needed to make meaning of various types of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.1.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	3.2.1.d.i.	<p>at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10)</p> <p>BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and</p>

observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.

Book Quiz
Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.

Book Review
Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.

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

Chapter Notes
One page chapter notes organizer helps students organize characters and events for each chapter read.

Compare & Contrast Characters
Template and word bank for the analysis of two characters' similarities and differences.

Draw It!
Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.

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

Plot Diagram
Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.

Point Of View!
Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.

Retell The Story
Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.

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

CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	3.2.2.a.i.	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)</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. 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	3.2.2.a.ii.	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)</p> <p>BookTaco 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.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	3.2.2.b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4) <u>BookTaco</u> Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EVIDENCE OUTCOMES	3.2.2.b.ii.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5) <u>BookTaco</u> Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	3.2.2.c.i.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7) <u>BookTaco</u> Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.2.	Comprehension strategies are necessary when reading informational or persuasive text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.2.d.	Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	3.2.2.d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) <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. Nonfiction Text Features Encourage your students to review nonfiction books for text features and

		<p>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>
EVIDENCE OUTCOMES	3.2.2.d.ii.	<p>Adjust reading rate according to type of text and purpose for reading.</p> <p>BookTaco Reading Log Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p>
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
EVIDENCE OUTCOMES	3.2.3.a.iv.	<p>Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)</p> <p>BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
CONTENT AREA	CO.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
EVIDENCE OUTCOMES	3.2.3.b.iii.	<p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)</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.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.c.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
EVIDENCE OUTCOMES	3.2.3.c.i.	<p>Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>

		<p>Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</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>
EVIDENCE OUTCOMES	3.2.3.c.iii	<p>Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.</p> <p>BookTaco Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EVIDENCE OUTCOMES	3.2.3.c.v.	<p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</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.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
EVIDENCE OUTCOMES	3.2.3.d.i.	<p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (CCSS: L.3.5a)</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</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>
EVIDENCE OUTCOMES	3.2.3.d.ii.	<p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS: L.3.5b)</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p>Vocabulary Test Final assessment module featuring multiple choice environment.</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.3.2.	Reading for All Purposes
STANDARD	3.2.3.	Increasing word understanding, word use, and word relationships increases vocabulary. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.2.3.e.	Acquire and use accurately grade-appropriate conversational, general

SKILLS / EVIDENCE OUTCOMES		<p>academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (CCSS: L.3.6)</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 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>Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</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>Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</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>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> <p>Vocabulary Test Final assessment module featuring multiple choice environment.</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>
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CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.3.3.d.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
EVIDENCE OUTCOMES	3.3.3.d.i.	Choose words and phrases for effect. (CCSS: L.3.3a) 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.
CONTENT AREA	CO.3.3.	Writing and Composition
STANDARD	3.3.3.	Correct grammar, capitalization, punctuation, and spelling are used when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE	3.3.3.f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)

OUTCOMES		
EVIDENCE OUTCOMES	3.3.3.f.v.	<p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)</p> <p>BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
EVIDENCE OUTCOMES	3.3.3.f.vi.	<p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)</p> <p>BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
CONTENT AREA	CO.3.4.	Research and Reasoning
STANDARD	3.4.1.	Researching a topic and sharing findings are often done with others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.b.	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)</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>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.1.c.	<p>Interpret and communicate the information learned by developing a brief summary with supporting details.</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. Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
CONTENT AREA	CO.3.4.	Research and Reasoning
STANDARD	3.4.2.	Inferences and points of view exist. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	3.4.2.d.	<p>Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations.</p> <p>BookTaco</p>

		<p>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>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</p>	<p>3.4.2.e.</p>	<p>Assess inferences for accuracy and fairness.</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>