

**Main Criteria:** Colorado Academic Standards (CAS)

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 9

**Correlation Options:** Show Correlated

**Colorado Academic Standards (CAS)**

**Language Arts**

**Grade: 9 - Adopted: 2010**

CONTENT AREA	CO.9.1.	Oral Expression and Listening
STANDARD	9.1.1.	Oral presentations require effective preparation strategies. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.1.1.a.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(CCSS: SL.9-10.6)  <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	9.1.1.c.	Define a position and select evidence to support that position.  <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	9.1.1.f.	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. (CCSS: SL.9-10.5)  <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.9.1.	Oral Expression and Listening
STANDARD	9.1.2.	Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.1.2.a.	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. (CCSS: SL.9-10.1)  <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.
CONTENT AREA	CO.9.2.	Reading for All Purposes
STANDARD	9.2.1.	Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.2.1.a.	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. (CCSS: RL.9-10.2)  <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>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u>

		<p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> 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> 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> 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> 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> 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> The describe the characters, setting, beginning, middle and end of the story.</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.2.1.b.	<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. (CCSS: RL.9-10.3)</p> <p><b>BookTaco</b> <b>Book Review</b> 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> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b> 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> 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> 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> The describe the characters, setting, beginning, middle and end of the story.</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.2.1.c.	<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. (CCSS: RL.9-10.5)</p> <p><b>BookTaco</b> <b>Book Review</b> 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> 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> 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> 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> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>CONTENT AREA</b>	<b>CO.9.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>9.2.1.</b>	<b>Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.2.1.f.	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)</p> <p><b>BookTaco</b> <b>Book Notes</b></p>

		<p>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> 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> 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> 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> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> 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> 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> 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> 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> 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> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>CONTENT AREA</b>	<b>CO.9.2.</b>	<b>Reading for All Purposes</b>
<b>STANDARD</b>	<b>9.2.2.</b>	<b>Increasingly complex informational texts require mature interpretation and study. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	9.2.2.a.	<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. (CCSS. RI.9-10.2)</p> <p><b>BookTaco</b> <b>Book Talk</b> 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 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> 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>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	9.2.2.c.	<p>Evaluate clarity and accuracy of information through close text study and investigation via other sources.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> 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>CONCEPTS AND</b>	9.2.2.e.	<b>Use flexible reading and note-taking strategies (outlining, mapping systems,</b>

SKILLS / EVIDENCE OUTCOMES		<p>skimming, scanning, key word search) to organize information and make connections within and across informational texts.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  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><a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.2.2.f.	<p>Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message.</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Sample Unscramble Sentence</a>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
<b>CONTENT AREA</b>	<b>CO.9.3.</b>	<b>Writing and Composition</b>
<b>STANDARD</b>	<b>9.3.3.</b>	<b>Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.3.3.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)
EVIDENCE OUTCOMES	9.3.3.a.iv	<p>Spell correctly. (CCSS: L.9-10.2c)</p> <p><a href="#">BookTaco</a>  <a href="#">Hear It Say It Write It</a>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><a href="#">Word Ladder</a>  Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
<b>CONTENT AREA</b>	<b>CO.9.4.</b>	<b>Research and Reasoning</b>
<b>STANDARD</b>	<b>9.4.1.</b>	<b>Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions. Students can:</b>
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	9.4.1.a.	<p>Integrate information from different sources to research and complete a project.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  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	9.4.1.b.	<p>Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  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><a href="#">Book Quiz</a>  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><a href="#">Book Review</a>  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>  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>
<b>CONTENT AREA</b>	<b>CO.9.4.</b>	<b>Research and Reasoning</b>
<b>STANDARD</b>	<b>9.4.2.</b>	<b>Effective problem-solving strategies require high-quality reasoning. Students can:</b>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	9.4.2.a.	<p>Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking.</p> <p><u>BookTaco</u>  <b>Sentence Completion</b>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p>
<b>CONCEPTS AND SKILLS / EVIDENCE OUTCOMES</b>	9.4.2.b.	<p>Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</p> <p><u>BookTaco</u>  <b>Sentence Completion</b>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p>