Iowa Core

Language Arts

Grade: **9** - Adopted: **2016**

STRAND / COURSE	IA.RL.9-10.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1) (DOK 1,2,3) **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
DETAILED DESCRIPTOR	RL.9-10.2.	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. (RL.9-10.2) (DOK 2,3) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and

		events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **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.
DETAILED DESCRIPTOR	**RL.9-10.3.**	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. (RL.9-10. 3) (DOK 2,3) **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / COURSE	**IA.RL.9-10.**	**Reading Standards for Literature**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	**RL.9-10.4.**	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (RL.9-10.4) (DOK 1,2,3) **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **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. **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.
DETAILED DESCRIPTOR	RL.9-10.5.	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. (RL.9-10.5) (DOK 3,4) **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / COURSE	IA.RL.9-10.	**Reading Standards for Literature**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Reading and Level of Text Complexity**
DETAILED DESCRIPTOR	RL.9-10.10.	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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to

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STRAND / COURSE	**IA.RI.9-10.**	**Reading Standards for Informational Text**
ESSENTIAL CONCEPT AND/OR SKILL		**Key Ideas and Details**
DETAILED DESCRIPTOR	**RI.9-10.1.**	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) (DOK 1,2,3) **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
DETAILED DESCRIPTOR	**RI.9-10.2.**	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. (RI.9-10.2) (DOK 2,3) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / COURSE	**IA.RI.9-10.**	**Reading Standards for Informational Text**
ESSENTIAL CONCEPT AND/OR SKILL		**Craft and Structure**
DETAILED DESCRIPTOR	**RI.9-10.4.**	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.9-10.4) (DOK 1,2,3) **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Sample Unscramble Sentence**

		These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / COURSE	**IA.W.9-10.**	**Writing Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Research to Build and Present Knowledge**
DETAILED DESCRIPTOR	**W.9-10.7.**	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7) (DOK 2,3,4) **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.
DETAILED DESCRIPTOR	**W.9-10.8.**	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. (W.9-10.8) (DOK 1,2,3,4) **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / COURSE	**IA.W.9-10.**	**Writing Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Range of Writing**
DETAILED DESCRIPTOR	**W.9-10.10.**	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. (W.9-10.10) (DOK 1,2,3,4) **BookTaco** **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / COURSE	**IA.SL.9-10.**	**Speaking and Listening Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Comprehension and Collaboration**
DETAILED DESCRIPTOR	**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.
GRADE LEVEL EXPECTATION	**SL.9-10.1.a.**	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.9-10.1) (DOK 1,2,3) **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.
GRADE LEVEL EXPECTATION	**SL.9-10.1.c.**	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (SL.9-10.1) (DOK 1,2,3) **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.
GRADE LEVEL EXPECTATION	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1) (DOK 1,2,3) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / COURSE	IA.SL.9-10.	**Speaking and Listening Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Presentation of Knowledge and Ideas**
DETAILED DESCRIPTOR	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4) (DOK 1,2,3) **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.
DETAILED DESCRIPTOR	SL.9-10.5.	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. (SL.9-10.5) (DOK 2,3) **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.
DETAILED DESCRIPTOR	SL.9-10.6.	Adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations) (SL.9-10.6) (DOK 1,2) **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.
STRAND / COURSE	IA.L.9-10.	**Language Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Conventions of Standard English**
DETAILED DESCRIPTOR	L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.9-10.2.c.	Spell correctly. (L.9-10.2) (DOK 1) **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.

		Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / COURSE	**IA.L.9-10.**	**Language Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
GRADE LEVEL EXPECTATION	**L.9-10.4.a.**	**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. (L.9-10.4) (DOK 1,2)** 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.
GRADE LEVEL EXPECTATION	**L.9-10.4.c.**	**Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (L.9-10.4) (DOK 1,2)** BookTaco Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
GRADE LEVEL EXPECTATION	**L.9-10.4.d.**	**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). (L.9-10.4) (DOK 1,2)** 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.
STRAND / COURSE	**IA.L.9-10.**	**Language Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED DESCRIPTOR	**L.9-10.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
GRADE LEVEL EXPECTATION	**L.9-10.5.b.**	**Analyze nuances in the meaning of words with similar denotations. (L.9-10.5) (DOK 2,3)** BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / COURSE	**IA.L.9-10.**	**Language Standards**
ESSENTIAL CONCEPT AND/OR SKILL		**Vocabulary Acquisition and Use**
DETAILED	**L.9-10.6.**	**Acquire and use accurately general academic and domain-specific words and**

| DESCRIPTOR | 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. (L.9-10.6) (DOK 1,2)

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.
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One page chapter notes organizer helps students organize characters and events for each chapter read.
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Template and word bank for the analysis of two characters' similarities and differences.
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Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
Draw It!
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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
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Point Of View!
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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. |