Maryland College and Career-Ready Standards

Language Arts

Grade: **1** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	1.RL1.	Ask and answer questions about key details in a text.
EXPECTATION	1.RL1.1.	Apply appropriate strategies before reading, viewing, or listening to a text: use prior knowledge and experiences to make connections to the text; make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic; set a purpose for reading and identify type of text. **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. **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.
EXPECTATION	1.RL1.2.	Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: recall and discuss what is understood; identify and question what did not make sense; reread difficult parts and use own words to restate; make, confirm, or adjust predictions. **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. **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. **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.
EXPECTATION	1.RL1.3.	Demonstrate understanding after reading, viewing, or listening to a text: retell and discuss the text; engage in conversation to understand the text; determine the main idea of a text. **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.

EXPECTATION	1.RL1.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.1.1, 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.
EXPECTATION	1.RL1.6.	Respond to questions about text by speaking, dramatizing, or writing, including the use of technology (See CCSS SL.1.5; CCSS W.1.6; MD SLM K-1 5A1.a). **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. **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. **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.
EXPECTATION	1.RL1.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) **BookTaco**

		Sample Unscramble Sentence
		These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
		Word Introduction
		Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	**RL2.CCR.**	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	**1.RL2.**	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
EXPECTATION	**1.RL2.2.**	Identify the elements of a story (e.g., characters, setting, problem, and solution). **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.
EXPECTATION	**1.RL2.3.**	Identify key details in literary text. **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. **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.
EXPECTATION	**1.RL2.4.**	Analyze key details to determine the central message or lesson in literary text. **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.

		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.
EXPECTATION	1.RL2.5.	Retell story events in a logical sequence. **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. **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. **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.
EXPECTATION	1.RL2.6.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **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.
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	**RL3.CCR.**	**Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.**
OBJECTIVE	**1.RL3.**	**Describe characters, settings, and major events in a story, using key details.**
EXPECTATION	1.RL3.1.	Identify the elements in a story, including characters and the setting. **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.
EXPECTATION	1.RL3.2.	Identify key details in a story. __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. **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.
EXPECTATION	1.RL3.3.	Retell the events in a story in a logical sequence. __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. **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. **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.
EXPECTATION	1.RL3.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) __BookTaco__ **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **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.
EXPECTATION	1.RL3.5.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1)** **BookTaco** **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.** **Word Introduction** **Introduction to definitions, synonyms, antonyms and contextual usage.**
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	**RL4.CCR.**	**Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
OBJECTIVE	**1.RL4.**	**Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**
EXPECTATION	1.RL4.1.	**Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS L.1.L4a)** **BookTaco** **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.**
EXPECTATION	1.RL4.3.	**Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS L.1.5c)** **BookTaco** **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.**
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC /		**Craft and Structure**

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	1.RL5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
EXPECTATION	1.RL5.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	1.RL6.	Identify who is telling the story at various points in a text.
EXPECTATION	1.RL6.1.	Define the role of the narrator of a story. **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.
EXPECTATION	1.RL6.2.	Use knowledge of characters and story events to determine who is telling the story at various points in a text. **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.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events.
EXPECTATION	1.RL7.2.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (See CCSS SL.1.4). **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **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.
EXPECTATION	1.RL7.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1) **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	**RL9.CCR.**	**Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
OBJECTIVE	**1.RL9.**	**Compare and contrast the adventures and experiences of characters in stories.**
EXPECTATION	1.RL9.1.	Identify characters and events in stories. **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.
EXPECTATION	1.RL9.2.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (See CCSS SL.1.4). **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **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.
EXPECTATION	**1.RL9.4.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.1.1)** **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	**RL10.CCR.**	**Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.**
OBJECTIVE	**1.RL10.**	**With prompting and support, read prose and poetry of appropriate complexity for grade 1.**
EXPECTATION	**1.RL10.2.**	**With prompting and support, read and comprehend text of steadily increasing complexity.** **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.
EXPECTATION	**1.RL10.3.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS SL.1.1)** **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 / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	**RI1.CCR.**	**Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
OBJECTIVE	**1.RI1.**	**Ask and answer questions about key details in a text.**
EXPECTATION	**1.RI1.1.**	**Apply appropriate strategies before reading, viewing, or listening to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): access prior knowledge and experiences; examine the title, cover, illustrations/photographs/text; make predictions or ask questions; set a purpose for reading and identify type of text.** **BookTaco** **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 discuss the impact and significance of each.**
EXPECTATION	**1.RI1.2.**	**Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational text: use text features and graphic aids to facilitate understanding; recall and discuss what is understood; identify and question what did not make sense; make, confirm and/or modify predictions; reread difficult parts and restate in own words; make connections; visualize.** **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.**
EXPECTATION	**1.RI1.3.**	**Demonstrate understanding orally or in writing after reading, viewing, or listening to a text: engage in conversations to retell details in the text (See CCSS SL.1.1); describe what is directly stated in the text; confirm predictions using details from the text; identify what did not make sense; make connections.** **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 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 discuss the impact and significance of each.** **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.**
EXPECTATION	**1.RI1.4.**	**Distinguish between key details and irrelevant information in a text.** **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.**
EXPECTATION	**1.RI1.6.**	**Answer simple questions orally and in writing using key details in the text.**

		(CCSS SL.1.2; CCSS W.1.8) **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.
EXPECTATION	1.RI1.7.	Participate actively and appropriately in discussions about informational text. (CCSS SL.1.1, 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 / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	**RI2.CCR.**	**Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
OBJECTIVE	**1.RI2.**	**Identify the main topic and retell key details of a text.**
EXPECTATION	1.RI2.1.	Determine the key details from the text. **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.
EXPECTATION	1.RI2.2.	Connect the key details to determine the main topic of a text. **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.
EXPECTATION	1.RI2.3.	Retell the main topic and key details. **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.
EXPECTATION	1.RI2.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4)

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

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RI3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
EXPECTATION	1.RI3.1.	Retell two events, ideas, or pieces of information, or identify two individuals in a text. **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.
EXPECTATION	1.RI3.3.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4) **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **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. **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.
EXPECTATION	1.RI3.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS 1 L6). **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. **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **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.
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.
Word Ladder
Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.

STRAND / TOPIC / STANDARD	MD.RI.	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
EXPECTATION	1.RI4.2.	Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text. **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.
EXPECTATION	1.RI4.4.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS SL.1.2) **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.
EXPECTATION	1.RI4.5.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.1.6). **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. **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **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. **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. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	**RI5.CCR.**	**Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**
OBJECTIVE	**1.RI5.**	**Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**
EXPECTATION	**1.RI5.1.**	**Identify different types of text features in informational text.** **BookTaco** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
EXPECTATION	**1.RI5.2.**	**Determine the purpose of various text features.** **BookTaco** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
EXPECTATION	**1.RI5.3.**	**Identify strategies (keywords, text features) to find information within a specific source (See MD SLM PK-1 3A1.b).** **BookTaco** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
EXPECTATION	**1.RI5.4.**	**Select and use the appropriate text feature for a given task or information need.** **BookTaco** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	**RI6.CCR.**	**Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.**
OBJECTIVE	**1.RI6.**	**Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**
EXPECTATION	**1.RI6.1.**	**Describe the pictures and other illustrations in a text and explain how they contribute to the meaning.** **BookTaco** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
EXPECTATION	**1.RI6.2.**	**Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.1.3).** **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.**
EXPECTATION	**1.RI6.3.**	**Identify the source of important details from the text.**

		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.
EXPECTATION	1.RI6.4.	Compare and contrast information provided by pictures or other illustrations and the words in a text. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	**RI7.CCR.**	**Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
OBJECTIVE	**1.RI7.**	**Use the illustrations and details in a text to describe its key ideas.**
EXPECTATION	1.RI7.1.	Identify the relationship between text and illustrations; explain how they support each other. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	1.RI7.2.	Distinguish between key details and supporting details in a text. **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.
EXPECTATION	1.RI7.3.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **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. **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.
EXPECTATION	1.RI7.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.1.6). **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. **Definition Matching**

Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
Hear It Say It Write It
Word pronunciation with student modeling along with word writing in print or cursive.
Nonfiction Book Report
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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.
Word Ladder
Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.

STRAND / TOPIC / STANDARD	MD.RI.	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	**RI8.CCR.**	**Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**
OBJECTIVE	**1.RI8.**	**Identify the reasons an author gives to support points in a text.**
EXPECTATION	**1.RI8.1.**	**Recall details from a text.** **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.**
EXPECTATION	**1.RI8.2.**	**Distinguish between key ideas and supporting details in a text.** **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.**
EXPECTATION	**1.RI8.3.**	**Identify details that support a specific point in a text.** **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.**
EXPECTATION	**1.RI8.4.**	**Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.1.2).** **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.**
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Integration of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	**RI9.CCR.**	**Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
OBJECTIVE	**1.RI9.**	**Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**
EXPECTATION	**1.RI9.1.**	**Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media (See CCSS SL.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.** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
EXPECTATION	**1.RI9.2.**	**Identify the topic of a text.** **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.**
EXPECTATION	**1.RI9.5.**	**Ask and answer questions about key details in a text read aloud or presented orally or through other media (See CCSS SL.1.2).** **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.**
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	**RI10.CCR.**	**Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.**
OBJECTIVE	**1.RI10.**	**With prompting and support, read informational texts appropriately complex for grade 1.**
EXPECTATION	**1.RI10.2.**	**With prompting and support, read and comprehend text of steadily increasing complexity.** **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. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **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. **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.
EXPECTATION	1.RI10.3.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS SL.1.1) 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 / TOPIC / STANDARD	**MD.RF.**	**Standards for Reading Foundational Skills (RF)**
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	1.RF4.a.	Read on-level text with purpose and understanding.
EXPECTATION	1.RF4.a.3.	Use context cues and text features to determine and clarify the meanings of an unknown word. BookTaco **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **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 / TOPIC / STANDARD	**MD.RF.**	**Standards for Reading Foundational Skills (RF)**
TOPIC / INDICATOR		**Fluency**
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	1.RF4.c.4.	Use context cues and visual clues to guide self-correction. BookTaco **Nonfiction Text Features**

		Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentace 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 / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	**W1.CCR.**	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	**1.W1-a.**	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure – Introduce the topic or name the book they are writing about and state an opinion.
EXPECTATION	**1.W1-a.1.**	Apply the prewriting and planning stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic or book; gather information on a specific topic (See MD SLM PK-1 2A1); use common characteristics/attributes to begin to understand relationships; form an opinion based on prior knowledge and information provided. **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 / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	**W1.CCR.**	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	**1.W1-b.**	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure – Supply a reason that supports the opinion.
EXPECTATION	**1.W1-b.3.**	Draft a simple sentence or sentences to express an opinion and reason: Use common, proper, and possessive nouns (CCSS L.1.1b); Use personal, possessive, and indefinite pronouns (e.g., I, me, my) (CCSS L.1.1d); Use frequently occurring conjunctions (e.g., and, but, or, so, because) (CCSS L.1.1g); Use end punctuation for sentences (CCSS L.1.2b); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e). **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.
EXPECTATION	**1.W1-b.4.**	Produce writing that is legible, including correct formation of manuscript letters. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive.

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	1.W1-c.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure – Provide some sense of closure.
EXPECTATION	1.W1-c.4.	Produce writing that is legible, including the correct formation of manuscript letters. **BookTaco** Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2-a.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Name a topic.
EXPECTATION	1.W2-a.1.	Apply the prewriting stages of the writing process: identify the topic; establish or build upon a personal schema of a topic; gather facts from basic print, online, and multimedia resources (See CCSS 2 W7; CCSS 2 W8; and MD SLM PK-1 2A1.a). **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 / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2-b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Supply some facts about the topic.
EXPECTATION	1.W2-b.2.	Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner (See CCSS W.1.6, and MD SLM PK-1 2B1.d). **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.
EXPECTATION	1.W2-b.4.	Write several sentences using the facts that are all related to the topic: Produce complete simple and compound sentences (CCSS L.1.1f); Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (CCSS L.1.2d). **BookTaco** Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. 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.
EXPECTATION	1.W2-b.5.	Produce writing that is legible, including the correct formation of manuscript letters. BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	1.W2-c.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Provide some sense of closure.
EXPECTATION	1.W2-c.4.	Produce writing that is legible, including the correct formation of manuscript letters. BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3-b.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure – Include some details regarding what happened.
EXPECTATION	1.W3-b.1.	Apply knowledge of story structure: Produce complete simple sentences (CCSS L.1.1j); Use verbs to convey a sense of past, present, and future (CCSS L.1.1e); Use frequently occurring adjectives (CCSS L.1.1f); Use determiners (e.g., articles demonstratives) (CCSS L.1.1h); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e). 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.
EXPECTATION	1.W3-b.2.	Produce writing that is legible, including the correct formation of manuscript letters. BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR /	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or

PROFICIENCY LEVEL		events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	1.W3-c.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure – Use temporal words to signal event order.
EXPECTATION	1.W3-c.3.	Write sentences in a meaningful order using temporal words to identify the sequence. **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
EXPECTATION	1.W5.2.	Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion) (See CCSS SL.1.1a). **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.
EXPECTATION	1.W5.3.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.1.2). **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.
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Production and Distribution of Writing**
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	1.W6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
EXPECTATION	1.W6.3.	With guidance, use technology to record and organize data/information (See MD SLM PK-1 3C1.f, MD TL 1 1A). **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 / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject

LEVEL		under investigation.
OBJECTIVE	1.W7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
EXPECTATION	1.W7.7.	Produce writing that is legible, including the correct formation of manuscript letters. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive.
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Research to Build and Present Knowledge**
INDICATOR / PROFICIENCY LEVEL	**W8.CCR.**	**Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
OBJECTIVE	**1.W8.**	**With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**
EXPECTATION	1.W8.4.	Record data/information in a variety of formats. **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.
EXPECTATION	1.W8.5.	With guidance and support, draw conclusions from the recorded data/information to create new understandings. (MD SLM PK-1 4B1.b) **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 / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**SL1.CCR.**	**Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
OBJECTIVE	**1.SL1-a.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).**
EXPECTATION	1.SL1-a.1.	Create rules to ensure respectful group discussions. **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.
EXPECTATION	1.SL1-a.3.	Participate in group discussions on a variety of topics. **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 / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	1.SL1-b.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1-b.2.	Stay on topic through multiple exchanges to support or extend the conversation. **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.
EXPECTATION	1.SL1-b.3.	Add appropriate ideas to support or extend a conversation. **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.
EXPECTATION	1.SL1-b.5.	Contribute to a learning community. (MD SLM PK-1 5A2.a) **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 / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EXPECTATION	1.SL3.2.	Connect prior knowledge and experiences to new learning. **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 / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	1.SL4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
EXPECTATION	1.SL4.1.	Distinguish between relevant and irrelevant details. **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.
EXPECTATION	1.SL4.2.	Add details to expand ideas and sentences. **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 / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	**SL5.CCR.**	**Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
OBJECTIVE	**1.SL5.**	**Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**
EXPECTATION	1.SL5.1.	Use illustrations and details in a story to describe its characters, setting, or events (See CCSS RL.1.7). **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. **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.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L1.CCR.**	**Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
OBJECTIVE	**1.L1-a.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Print all upper and lowercase letters.**
EXPECTATION	1.L1-a.1.	Develop and strengthen fine motor skills using a variety of activities. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive.
EXPECTATION	1.L1-a.2.	Correctly form all upper and lowercase letters. **BookTaco**

		Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.
EXPECTATION	1.L1-a.3.	Practice forming upper and lowercase letters on various sizes and styles of paper, and other mediums. BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	1.L1-j.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
EXPECTATION	1.L1-j.2.	Distinguish between a sentence and a fragment. 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.
EXPECTATION	1.L1-j.4.	Use learned parts of speech to expand sentences orally and in writing. BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L2-d.2.	Identify the spellings for frequently occurring irregular words. 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.
EXPECTATION	1.L2-d.3.	Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular words. 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 / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	1.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EXPECTATION	1.L2-e.2.	Use sound-spelling correspondences to approximate the spelling of unknown words in writing. **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 / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	1.L4-a.1.	Identify sentence clues that help determine or clarify the meaning of a word or phrase. **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.
EXPECTATION	1.L4-a.2.	Access prior knowledge to help determine or clarify the meaning of a word or phrase. **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. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension.

		Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	1.L4-a.3.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation. 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. **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story. **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 / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L5.CCR.**	**Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
OBJECTIVE	**1.L5-a.**	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Sort words into categories (e.g.,

		colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	1.L5-a.1.	Identify commonalities and underlining concepts among groups of words. **BookTaco** **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.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L5.CCR.**	**Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
OBJECTIVE	**1.L5-b.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).**
EXPECTATION	1.L5-b.1.	Discuss key attributes of words to identify a category. **BookTaco** **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.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L5.CCR.**	**Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
OBJECTIVE	**1.L5-c.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Identify real-life connections between words and their use (e.g., note places at home that are cozy).**
EXPECTATION	1.L5-c.1.	Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life. **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. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L5.CCR.**	**Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
OBJECTIVE	**1.L5-d.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.**
EXPECTATION	**1.L5-d.3.**	**Use context clues to distinguish intensity (nuances) of meaning among synonyms.** **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 / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L6.CCR.**	**Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
OBJECTIVE	**1.L6.**	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).**
EXPECTATION	**1.L6.1.**	**Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.** **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.** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.** **Hear It Say It Write It** **Word pronunciation with student modeling along with word writing in print or cursive.** **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.**

		Word Ladder
		Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
EXPECTATION	1.L6.2.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (See CCSS SL.1.1). **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.