Maryland College and Career-Ready Standards

Language Arts

Grade: **3** - 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	3.RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION	3.RL1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4-6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. **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	3.RL1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain the main idea (explicit or inferred) of the text; summarize the text (See CCSS RL.4.2; SL.3.4-6); identify what is directly stated in the text; draw inferences and conclusions from the text;

		confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.
		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	3.RL1.5.	Select relevant textual evidence when responding either orally or in writing to text-specific questions. **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	3.RL1.6.	Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3). **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	**3.RL1.7.**	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2). 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	**3.RL1.8.**	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.3.6). 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.
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	**3.RL2.**	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
EXPECTATION	**3.RL2.2.**	Restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing (See CCSS RL.4.2; W.4.9; SL.3.4, 6): Differentiate between key and minor details and events from the beginning, middle, and end of a literary text (See CCSS RI.3.2); Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events); Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect (See CCSS RI.3.2). BookTaco **Book Talk**

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

EXPECTATION	3.RL2.3.	Analyze details and events in a literary text to determine a message, lesson, or moral: Differentiate between a main idea and a central message, lesson, or moral; Connect appropriate key details to determine how the author conveys a message, lesson, or moral (See CCSS W.3.2).

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EXPECTATION	3.RL2.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3).

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EXPECTATION	3.RL2.5.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2).

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EXPECTATION	3.RL2.6.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.3.6). 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.
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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	**3.RL3.**	**Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**
EXPECTATION	3.RL3.1.	Draw conclusions and make inferences about characters, referring to the text for support. 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	3.RL3.2.	Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.

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EXPECTATION	3.RL3.3.		Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3).
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EXPECTATION	3.RL3.4.		Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2).
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EXPECTATION	3.RL3.5.		Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.3.6).
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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	**3.RL4.**	**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**
EXPECTATION	**3.RL4.1.**	**Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS L.3.4a)** **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	**3.RL4.4.**	**Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) (See CCSS L.3.5a).** **BookTaco** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.**
EXPECTATION	**3.RL4.5.**	**Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS L.3.5b)** **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.**
EXPECTATION	**3.RL4.7.**	**Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in context. (CCSS L.3.4d)** **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.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Craft and Structure**
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	**3.RL5.**	**Refer to parts of stories, dramas, and poems when writing or speaking about a**

		text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
EXPECTATION	3.RL5.1.	Apply academic and domain-specific vocabulary when writing or speaking about the structure of a specific type of literary text (e.g., chapter, scene, stanza) (See CCSS W.4.9; L.3.6). **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	3.RL5.2.	Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution). **BookTaco** **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	3.RL5.3.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2). **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	3.RL5.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3). **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.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR /	RL6.CCR	Anchor Standard: Assess how point of view or purpose shapes the content and

PROFICIENCY LEVEL	**.**	style of a text.
OBJECTIVE	**3.RL6.**	**Distinguish their own point of view from that of the narrator or those of the characters.**
EXPECTATION	**3.RL6.1.**	**Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events).** **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	**3.RL6.2.**	**Analyze characters and distinguish them from the narrator.** **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.**
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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	**3.RL7.**	**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).**
EXPECTATION	**3.RL7.2.**	**Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story.** **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**

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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	3.RL9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
EXPECTATION	3.RL9.2.	Support inferences about the relationship between text features with relevant textual evidence. **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	3.RL9.3.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2). **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	3.RL9.4.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.3.6). **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.
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	**3.RL10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.**
EXPECTATION	3.RL10.2.	Demonstrate understanding of assigned literary texts 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.

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	3.RI1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION	3.RI1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	3.RI1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain the main idea (explicit or inferred) of the text; summarize the text (See CCSS RL.4.2; SL.3.4, 6); identify what is directly stated in the text; draw inferences and conclusions from the text; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing

		integrity.
		Book Review
		Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.
		Book Talk
		Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
		Nonfiction 3-2-1 Fun
		Nonfiction graphic organizer helps students organize their understanding of a book or text.
		Nonfiction Book Report
		Great activity to get your students reading for information allowing for assessment of understanding and comprehension.
		Paragraph Writing Prompts
		Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	3.RI1.5.	Select relevant textual evidence when responding either orally or in writing to text-specific questions.
		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	3.RI1.6.	Participate actively and appropriately in discussions about informational text (See CCSS SL.3.1-3).
		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	**3.RI2.**	Determine the main idea of a text; recount the key details and explain how they support the main idea.
EXPECTATION	3.RI2.1.	Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).
		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	3.RI2.2.	Determine the main idea of individual paragraphs or selections of a text either by identifying explicitly stated ideas or inferring implied ideas.
		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	3.RI2.3.	Connect explicitly stated or inferred ideas from across the text to determine a main idea. __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	3.RI2.4.	Differentiate key details in an informational text from minor details (See CCSS RL.3.2). __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	3.RI2.5.	Paraphrase key details or information. __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	3.RI2.6.	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text (See CCSS RL.4.2; CCSS W.4.9; SL 3.4, 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. **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	3.RI2.7.	Explain how key details, including those found in text features, support the main idea. __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. **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	3.RI2.8.	Participate actively and appropriately in discussions about informational texts (See CCSS SL.3.1-3). __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	**RI3.CCR.**	**Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.**
OBJECTIVE	**3.RI3.**	**Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**
EXPECTATION	**3.RI3.2.**	**Apply content knowledge to determine relationships in an informational 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	**3.RI3.3.**	**Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps 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.
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	**3.RI4.**	**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**
EXPECTATION	**3.RI4.1.**	**Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS L.3.4a)** **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	**3.RI4.4.**	**Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS L.3.4d; See MD TL 3 3C.)** **BookTaco** **Nonfiction Text Features**

		Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	3.RI4.5.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) (See CCSS 3 L5.a). **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	3.RI4.6.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS L.3.5b) **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.
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	3.RI5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
EXPECTATION	3.RI5.1.	Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	3.RI5.2.	Explain how text features clarify the information in the text. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	3.RI5.4.	Use academic and domain-specific vocabulary when discussing or writing about text features (See CCSS L.3.6). **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	3.RI6.	Distinguish their own point of view from that of the author of a text.
EXPECTATION	3.RI6.2.	Express a personal point of view about the topic 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.
EXPECTATION	3.RI6.5.	Use academic and domain-specific vocabulary when discussing or writing about text features (See CCSS L.3.6). **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	**3.RI7.**	**Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**
EXPECTATION	**3.RI7.1.**	**Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.** **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	**3.RI7.2.**	**See CCSS W.3.7-8 in the CCSC Framework for further application.** **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	**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	**3.RI8.**	**Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**
EXPECTATION	**3.RI8.2.**	**Explain the relationships between the ideas and information in sentences and/or paragraphs.** **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.
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	**3.RI9.**	**Compare and contrast the most important points and key details presented in two texts on the same topic.**
EXPECTATION	**3.RI9.1.**	**Differentiate the main points from less important points in two texts on the same topic.** **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	3.RI9.2.	Differentiate the key details from less important details in two texts on the same topic. **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.
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.CC R.**	**Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.**
OBJECTIVE	**3.RI10.**	**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
EXPECTATION	3.RI10.2.	Demonstrate understanding of assigned informational texts 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.
STRAND / TOPIC / STANDARD	**MD.RF.**	**Standards for Reading Foundational Skills (RF)**
TOPIC / INDICATOR		**Phonics and Word Recognition**
INDICATOR / PROFICIENCY LEVEL	**3.RF3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
OBJECTIVE	**3.RF3.c.**	**Decode multisyllable words.**
EXPECTATION	3.RF3.c.3.	Confirm decoding efforts through word meanings and word order. **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.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF4.a.2.	Adjust reading rate to purpose for reading. **BookTaco** **Reading Log** Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.
EXPECTATION	3.RF4.a.4.	Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). **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 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 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.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	3.RF4.c.2.	Use context clues, sentence structure, 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. **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.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	**3.W1-a.**	Write opinion pieces on topics or texts, supporting a point of view with reasons – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
EXPECTATION	**3.W1-a.1.**	Apply the prewriting and planning stages of the writing process: gather information on a specific topic (See MD SLM 2-3 2A1, as needed); paraphrase when taking notes from sources (See MD SLM 2-3 4A); generate a point of view or opinion; brainstorm reasons that support the point of view or opinion (See CCSS W.3.4, W.3.5, W.3.6). **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. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / 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	**3.W1-d.**	Write opinion pieces on topics or texts, supporting a point of view with reasons – Provide a concluding statement or section.
EXPECTATION	**3.W1-d.1.**	Draft a conclusion that paraphrases the opinion or point of view (See CCSS W.3.4, W.3.6). **BookTaco** **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	**3.W1-d.3.**	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1). **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	3.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W2-a.1.	Apply the prewriting stage of the writing process: gather information on a topic (See MD SLM 2-3 2A1, as needed); paraphrase when taking notes from sources; group information by topic or idea; identify, select, and/or create supportive text features, as necessary (See CCSS W.3.4, W.3.5, W.3.6, W.3.7). **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. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / 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	3.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section.
EXPECTATION	3.W2-d.4.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1). **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	3.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a sense of closure.
EXPECTATION	3.W3-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, SL5, SL6; MD SLM 2-3: 5A1; MD TL 3 3B1, 4B1). **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		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	3.W6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate

		with others.
EXPECTATION	3.W6.7.	**Use technology to locate, evaluate, and gather information and/or data. (MD TL 3 5A1; MD SLM 3 C1)** **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	3.W6.10.	**Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.** **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	**W7.CCR.**	**Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
OBJECTIVE	3.W7.	**Conduct short research projects that build knowledge about a topic.**
EXPECTATION	3.W7.7.	**Find data and/or information within a variety of sources. (MD SLM 2-3 3A1)** **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	3.W7.8.	**Paraphrase when taking notes from sources (See MD SLM 2-3 4A).** **BookTaco** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**
STRAND / 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	3.W8.	**Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**
EXPECTATION	3.W8.2.	**Find data and/or information within a variety of sources. (MD SLM 2-3 3A1)** **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	3.W8.3.	**Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 2-3 3C1)** **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	3.W8.4.	Paraphrase when taking notes from sources (See MD SLM 2-3 4A). **BookTaco** **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	3.W8.5.	Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 2-3 4AI) **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	3.W8.6.	Sort evidence into specified categories. (MD SLM 2-3 4A2) **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	3.W8.7.	Synthesize information from within a source. (MD SLM 2-3 4B1) **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	**3.SL1-a.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**
EXPECTATION	3.SL1-a.2.	Collect information using a variety of multi-media resources, e.g., books, interviews, and technology (See MD TL 3 5A1.f as needed). **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	3.SL1-a.3.	Access prior knowledge and experience to extend the topic. **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	3.SL1-a.4.	Use relevant information to engage in discussion. **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	**3.SL1-b.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**
EXPECTATION	**3.SL1-b.1.**	**Collaborate with adults and peers to 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	**3.SL1-b.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.**
EXPECTATION	**3.SL1-b.5.**	**Contribute to a learning community. (MD SLM 2-3 5 A2.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	**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	**3.SL1-c.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**
EXPECTATION	**3.SL1-c.3.**	**During/after discussion, confirm, dispute, and/or change ideas on the topic.** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
STRAND / 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	3.SL1-d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly – Explain their own ideas and understanding in light of the discussion.
EXPECTATION	3.SL1-d.2.	Formulate an opinion based on experiences, prior knowledge of the topic, and the information presented. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	3.SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
EXPECTATION	3.SL6.2.	Recognize and speak appropriately for audience, environment, and purpose. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / 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	3.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	3.L1-a.1.	Recognize and name parts of speech in text presented in a variety of formats. **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.
EXPECTATION	3.L1-a.2.	Identify and explain the differences between parts of speech and their functions. **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.
EXPECTATION	3.L1-a.3.	Demonstrate correct use of parts of speech in oral and written language. **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.
EXPECTATION	3.L1-a.4.	Analyze writing models for correct use of parts of speech. **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	**L1.CCR.**	**Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**
OBJECTIVE	**3.L1-i.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce simple, compound, and complex sentences.**
EXPECTATION	**3.L1-i.1.**	**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.
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	**3.L2-e.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).**
EXPECTATION	**3.L2-e.1.**	**Identify the correct spellings for grade-level 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	**3.L2-e.2.**	**Modify spelling of base words as needed when adding inflectional endings and suffixes.** **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	**3.L2-e.4.**	**Analyze writing models for correct spelling of high-frequency 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	**3.L2-f.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.**
EXPECTATION	**3.L2-f.1.**	**Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly.** **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	**3.L2-f.2.**	**Apply knowledge of syllable types to spell multisyllabic 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	**3.L2-f.4.**	**Analyze writing models for correct spelling.** **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		**Knowledge of Language**
INDICATOR / PROFICIENCY LEVEL	**L3.CCR.**	**Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
OBJECTIVE	**3.L3-b.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening – Recognize and observe differences between the conventions of spoken and written standard English.**
EXPECTATION	**3.L3-b.2.**	**Demonstrate conventions of spoken and written English in conversations and**

writing.

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.

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	3.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	3.L4-a.1.	Identify clues within a sentence 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	3.L4-a.2.	Access and connect prior knowledge and experiences to determine the meaning of words and phrases. **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	3.L4-a.3.	Discuss words and word meanings daily as they are encountered in text,

instruction, and conversation.

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.

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	3.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
EXPECTATION	3.L4-d.1.	Identify and explain purpose of glossaries and beginning dictionaries, both print and digital. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	3.L4-d.2.	Use key words and text features to help find information within a specific source (See MD SLM 2-3 3 A1.a). **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	3.L4-d.4.	Use the context in which words are used to choose among possible meanings. **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 /		Vocabulary Acquisition and Use

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	3.L5-a.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
EXPECTATION	3.L5-a.1.	Differentiate between the concepts of literal and nonliteral. **BookTaco** Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	3.L5-a.2.	Recognize that word combinations have different meanings in different contexts. **BookTaco** Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	3.L5-a.3.	Apply knowledge of literal and nonliteral meaning to understand text. **BookTaco** Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
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	3.L5-b.	Demonstrate understanding of word relationships and nuances in word meanings – Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
EXPECTATION	3.L5-b.1.	Access prior knowledge and experiences to identify connections between words and their application to 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	3.L5-c.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
EXPECTATION	3.L5-c.1.	Access prior knowledge, as well as reference materials both print and digital to identify synonyms for given words. **BookTaco** Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC	MD.L.	Standards for Language (L)

/ STANDARD		
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	3.L6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
EXPECTATION	3.L6.1.	Through modeling and exposure to a variety of texts, develop rich oral language and writing, including general academic and domain-specific words. **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	3.L6.2.	Participate in collaborative conversations with diverse peers about grade 3 topics and text, building on other's ideas and expressing their own clearly (See CCSS SL.3.1). **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.