

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 4

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade: 4 - 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	4.RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	4.RL1.2.	<p>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, summarize, and/or synthesize information (See CCSS SL.4.4-6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.4.4-6; MD SLM 4-5 4A2); explain what is directly stated in the text by citing specific details and examples from the

text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; 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

4.RL1.5.

Select only relevant textual evidence when responding either orally or in writing to text-specific questions.

**BookTaco**

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**Story Mapping**

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

EXPECTATION

4.RL1.6.

Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3).

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EXPECTATION	4.RL1.7.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2).  <a href="#">BookTaco</a> <a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read. <a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences. <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Plot Diagram</a> 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. <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	4.RL1.8.	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.4.6).  <a href="#">BookTaco</a> <a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read. <a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences. <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Plot Diagram</a> 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. <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL2.CCR</b>	<b>Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>OBJECTIVE</b>	<b>4.RL2.</b>	<b>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</b>
EXPECTATION	4.RL2.1.	Summarize a literary text either orally or in writing (See CCSS RI.4.2; W.4.9; SL.4.4, 6); Determine the key events from the beginning, middle, and end of the text (See CCSS RI.4.2); Analyze narrative elements of the text, including character(s), setting, and plot; Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their

		<p>true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Plot Diagram</a> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL2.2.	<p>Analyze details about characters, setting, and plot in a literary text to infer a theme: Differentiate between a topic and a theme; Differentiate between a literary theme and a message, lesson, or moral; Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.</p> <p><a href="#">BookTaco</a> <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Plot Diagram</a> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL2.3.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3).</p> <p><a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	4.RL2.4.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2).</p> <p><a href="#">BookTaco</a> <a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Plot Diagram</a> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><a href="#">Retell The Story</a></p>

		Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	4.RL2.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS 4 W.4.9; L.4.6).  <b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	4.RL3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
EXPECTATION	4.RL3.1.	Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters.  <b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	4.RL3.2.	Analyze the setting or an aspect of the setting (e.g. time, place, historical backdrop, and determine its contribution to the mood and/or the plot).  <b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <b>Plot Diagram</b>

		<p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL3.3.	<p>Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood).</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL3.4.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3).</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	4.RL3.5.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL3.6.	<p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.4.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p>

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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL4.CCR .</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.RL4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</b>
<b>EXPECTATION</b>	<b>4.RL4.1.</b>	<p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS L.4.4a)</p> <p><b>BookTaco</b> <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
<b>EXPECTATION</b>	<b>4.RL4.5.</b>	<p>Differentiate between denotation and connotation.</p> <p><b>BookTaco</b> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
<b>EXPECTATION</b>	<b>4.RL4.6.</b>	<p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5c)</p> <p><b>BookTaco</b> <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>EXPECTATION</b>	<b>4.RL4.9.</b>	<p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. (CCSS L.4.4c)</p> <p><b>BookTaco</b> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
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<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL5.CCR .</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.RL5.</b>	<b>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</b>
<b>EXPECTATION</b>	<b>4.RL5.1.</b>	<p>Apply academic and domain-specific vocabulary when writing or speaking about a literary genre and its specific structure (e.g., chapter, scene, stanza) (See CCSS W.4.9; L.4.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b></p>

		<p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL5.3.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL5.4.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3).</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL6.CCR</b>	<b>Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.</b>
<b>OBJECTIVE</b>	<b>4.RL6.</b>	<b>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b>
EXPECTATION	4.RL6.1.	<p>Apply an understanding of point of view as a literary term.</p> <p><b>BookTaco</b> <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
EXPECTATION	4.RL6.2.	<p>Analyze word choice to determine the point of view of a literary text, (e.g., 1st person, 3rd person narration).</p> <p><b>BookTaco</b> <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to</p>



		support conclusions with text-based evidence.
EXPECTATION	4.RL6.3.	Describe the narrator's relationship to the characters.  <u>BookTaco</u> <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
EXPECTATION	4.RL6.4.	Compare and contrast a 1st person narrative with a 3rd person narrative.  <u>BookTaco</u> <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	4.RL7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
EXPECTATION	4.RL7.3.	Support inferences and conclusions with relevant textual evidence.  <u>BookTaco</u> <u>Book Notes</u> 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. <u>Book Quiz</u> 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. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Paragraph Writing Prompts</u> 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. <u>Plot Diagram</u> 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. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	4.RL7.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2).  <u>BookTaco</u>

		<p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL7.5.	<p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.4.6) .</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL7.6.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3).</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL9.CCR</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.RL9.</b>	<b>Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</b>
EXPECTATION	4.RL9.3.	<p>Support inferences about the relationship between text features with relevant textual evidence.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b></p>

		<p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL9.4.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	4.RL9.5.	<p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.4.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL10.CC R.</b>	<b>Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.</b>
<b>OBJECTIVE</b>	<b>4.RL10.</b>	<b>By the end of the year, read and comprehend literature, including stories,</b>

		dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
EXPECTATION	4.RL10.2.	<p>Demonstrate understanding of assigned literary texts of steadily increasing complexity.</p> <p><u>BookTaco</u>  <u>Book Notes</u>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><u>Book Quiz</u>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><u>Book Review</u>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><u>Book Talk</u>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><u>Chapter Notes</u>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><u>Compare &amp; Contrast Characters</u>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><u>Draw It!</u>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><u>Paragraph Writing Prompts</u>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><u>Plot Diagram</u>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><u>Point Of View!</u>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><u>Retell The Story</u>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><u>Story Mapping</u>  The describe the characters, setting, beginning, middle and end of the story.</p>
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	4.RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	4.RI1.2.	<p>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, summarize, and/or synthesize information (See CCSS SL.4.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize.</p> <p><u>BookTaco</u>  <u>Book Notes</u>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><u>Book Quiz</u>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><u>Book Review</u>  Book Taco survey questions about how the student experienced the book and</p>

		<p>their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI.1.3.	<p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.4.4, 6; MD SLM 4-5 4A.2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI.1.5.	<p>Select only relevant textual evidence when responding either orally or in writing to text-specific questions.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI.1.6.	<p>Participate actively and appropriately in discussions about informational text (See CCSS SL.4.1-3).</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>

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	4.RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
EXPECTATION	4.RI2.1.	<p>Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.</p> <p><u><a href="#">BookTaco</a></u>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><u><a href="#">Book Quiz</a></u>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><u><a href="#">Book Review</a></u>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><u><a href="#">Book Talk</a></u>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><u><a href="#">Nonfiction 3-2-1 Fun</a></u>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><u><a href="#">Nonfiction Book Report</a></u>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><u><a href="#">Paragraph Writing Prompts</a></u>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI2.2.	<p>Connect explicitly stated or inferred ideas from across the text to determine a main idea.</p> <p><u><a href="#">BookTaco</a></u>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><u><a href="#">Book Quiz</a></u>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><u><a href="#">Book Review</a></u>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><u><a href="#">Book Talk</a></u>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	4.RI2.3.	<p>Paraphrase key details or information.</p> <p><u><a href="#">BookTaco</a></u>  <u><a href="#">Nonfiction 3-2-1 Fun</a></u>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><u><a href="#">Nonfiction Book Report</a></u>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><u><a href="#">Paragraph Writing Prompts</a></u>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI2.4.	<p>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; W.4.9; SL.4.4, 6).</p> <p><u><a href="#">BookTaco</a></u></p>

		<p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI2.5.	<p>Connect key details or information, including those found in text features, and explain how they develop the main idea.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI2.6.	<p>Participate actively and appropriately in discussions about informational texts (See CCSS SL.4.1-3).</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI3.CCR.</b>	<b>Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.</b>
<b>OBJECTIVE</b>	<b>4.RI3.</b>	<b>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b>
EXPECTATION	4.RI3.1.	<p>Connect and explain types of relationships (See CCSS RL.4.2).</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI3.2.	<p>Apply content knowledge to determine relationships in an informational text.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI3.3.	<p>Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.</p>

		<p><a href="#">BookTaco</a>  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI4.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.RI4.</b>	<b>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b>
<b>EXPECTATION</b>	<b>4.RI4.1.</b>	<p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS L.4.4a)</p> <p><a href="#">BookTaco</a>  <a href="#">Sample Unscramble Sentence</a>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Sentence Completion</a>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
<b>EXPECTATION</b>	<b>4.RI4.3.</b>	<p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS L.4.4c; See MD TL 4 3C)</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction Text Features</a>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>EXPECTATION</b>	<b>4.RI4.6.</b>	<p>Differentiate between denotation and connotation.</p> <p><a href="#">BookTaco</a>  <a href="#">Definition Matching</a>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
<b>EXPECTATION</b>	<b>4.RI4.7.</b>	<p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5c)</p> <p><a href="#">BookTaco</a>  <a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI5.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.RI5.</b>	<b>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</b>
<b>EXPECTATION</b>	<b>4.RI5.1.</b>	<p>Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction Text Features</a>  Encourage your students to review nonfiction books for text features and</p>



		discuss the impact and significance of each.
EXPECTATION	4.RI5.2.	Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution) (See CCSS R.4.I.).  <u>BookTaco</u> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
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	4.RI6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
EXPECTATION	4.RI6.2.	Gather relevant textual evidence for comparing and contrasting a firsthand and secondhand account of the same event or topic.  <u>BookTaco</u> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
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	4.RI7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
EXPECTATION	4.RI7.1.	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.  <u>BookTaco</u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	4.RI7.2.	See CCSS W.4.7-9 in the CCSC Framework for further application.  <u>BookTaco</u> <b>Nonfiction Text Features</b> 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	4.RI8.	Explain how an author uses reasons and evidence to support particular points in a text.

EXPECTATION	4.RI8.2.	<p>Connect specific pieces of evidence to the corresponding point supported by the evidence.</p> <p><u>BookTaco</u>  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
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	4.RI9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION	4.RI9.1.	<p>Synthesize the main points and key details in two texts on the same topic (See CCSS W.4.9b; SL.4.4-6).</p> <p><u>BookTaco</u>  <b>Book Notes</b>  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.  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	4.RI9.2.	<p>Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.4.9.)</p> <p><u>BookTaco</u>  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
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	4.RI10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
EXPECTATION	4.RI10.1.	<p>With scaffolding as needed, demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.</p> <p><u>BookTaco</u>  <b>Book Notes</b>  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</p>

	<p>ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Reading Log</b> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p>
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EXPECTATION	4.RI10.2.	<p>Demonstrate understanding of assigned informational texts of steadily increasing complexity.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Reading Log</b> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RF.</b>	<b>Standards for Reading Foundational Skills (RF)</b>
<b>TOPIC / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
<b>OBJECTIVE</b>	4.RF4.a.	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	4.RF4.a.	Adjust reading rate to purpose for reading.

	2.	<a href="#">BookTaco Reading Log</a> 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	4.RF4.a.4.	Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).  <a href="#">BookTaco Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <a href="#">Book Talk</a> 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. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <a href="#">Paragraph Writing Prompts</a> 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.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RF.</b>	<b>Standards for Reading Foundational Skills (RF)</b>
<b>TOPIC / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
<b>OBJECTIVE</b>	4.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	4.RF4.c.2.	Use context clues, sentence structure, and visual clues to guide self-correction.  <a href="#">BookTaco Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <a href="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <a href="#">Sentence Completion</a> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage. <a href="#">Word Jumble</a> Active and fun learning medium promoting language acquisition through contextual and visual experience.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	4.W1-a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
EXPECTATION	4.W1-a.1.	Apply the prewriting and planning stages of the writing process, including: formulating an opinion; generating support that includes facts and details (See MD SLM 4-5 2A1, as needed); paraphrasing when taking notes from sources (See MD SLM 2-3 4A); grouping support by categories or ideas; linking

		<p>the support to the writing purpose (See CCSS 4 W4, W5, W6).</p> <p><u>BookTaco</u>  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W1.CCR.</b>	<b>Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>OBJECTIVE</b>	<b>4.W1-d.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented.</b>
<b>EXPECTATION</b>	<b>4.W1-d.1.</b>	<p>Draft a conclusion that paraphrases the opinion or point of view (See CCSS W.4.4, W.4.6).</p> <p><u>BookTaco</u>  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>EXPECTATION</b>	<b>4.W1-d.3.</b>	<p>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.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1).</p> <p><u>BookTaco</u>  <b>Hear It Say It Write It</b>  Word pronunciation with student modeling along with word writing in print or cursive.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W2.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.W2-a.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</b>
<b>EXPECTATION</b>	<b>4.W2-a.1.</b>	<p>Apply the prewriting stage of the writing process: gather information on a topic – synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed); paraphrase when taking notes from sources; organize information by paragraphs or sections with topic sentences or controlling ideas; select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.4.4, W.4.5, W.4.6, W.4.7).</p> <p><u>BookTaco</u>  <b>Book Notes</b>  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.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>

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	4.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W2-b.1.	Differentiate between a paraphrase and a direct quotation.  <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> 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	4.W2-e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section related to the information or explanation presented.
EXPECTATION	4.W2-e.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.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1).  <u>BookTaco</u> <u>Hear It Say It Write It</u> 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	4.W3-e.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events.
EXPECTATION	4.W3-e.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.4.6; CCSS SL.4.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 4 3B1, 4B1).  <u>BookTaco</u> <u>Hear It Say It Write It</u> 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	4.W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
EXPECTATION	4.W6.10.	Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.  <u>BookTaco</u> <u>Hear It Say It Write It</u>

		Word pronunciation with student modeling along with word writing in print or cursive.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W7.CCR.</b>	<b>Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
<b>OBJECTIVE</b>	<b>4.W7.</b>	<b>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b>
<b>EXPECTATION</b>	<b>4.W7.7.</b>	Find data and/or information within a variety of sources. (MD SLM 4-5 3A1)  <u>BookTaco</u> <u>Book Notes</u> 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.
<b>EXPECTATION</b>	<b>4.W7.8.</b>	Paraphrase when taking notes from sources (See MD SLM 2-3 4A).  <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> 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.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W8.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.W8.</b>	<b>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b>
<b>EXPECTATION</b>	<b>4.W8.2.</b>	Find data and/or information within a variety of sources. (MD SLM 4-5 3A1)  <u>BookTaco</u> <u>Book Notes</u> 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.
<b>EXPECTATION</b>	<b>4.W8.3.</b>	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 4-5 3C1)  <u>BookTaco</u> <u>Book Notes</u> 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.
<b>EXPECTATION</b>	<b>4.W8.4.</b>	Paraphrase when taking notes from sources to avoid plagiarism (See MD SLM 2-3 4A).  <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> 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.
<b>EXPECTATION</b>	<b>4.W8.5.</b>	Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 4-5 4A1)  <u>BookTaco</u> <u>Book Notes</u>

		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	4.W8.6.	Sort evidence into specified categories. (MD SLM 4-5 4A2)  <u>BookTaco</u> <u>Book Notes</u> 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	4.W8.8.	Synthesize information within and across sources. (MD SLM 4-5 4B1)  <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	4.W9-a.	Draw evidence from literary or informational texts to support analysis, reflection, and research – Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  <u>BookTaco</u> <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters’ similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Paragraph Writing Prompts</u> 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. <u>Plot Diagram</u> 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. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	4.W9-b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
EXPECTATION	4.W9-b.1.	Write in response to grade-level print, nonprint, and digital literary or informational text(s).  <u>BookTaco</u>



		<p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
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<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL1.CCR.</b>	<b>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.</b>
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<b>OBJECTIVE</b>	<b>4.SL1-a.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 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.</b>
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<b>EXPECTATION</b>	<b>4.SL1-a.2.</b>	<p>Collect information using a variety of multi-media resources, e.g., books, interviews, and technology (See MD TL 4 5A1.f as needed).</p> <p><u>BookTaco</u> <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
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<b>EXPECTATION</b>	<b>4.SL1-a.4.</b>	<p>Access prior knowledge and experiences to extend the topic.</p> <p><u>BookTaco</u> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
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<b>EXPECTATION</b>	<b>4.SL1-a.5.</b>	<p>Use relevant information to engage in discussion.</p> <p><u>BookTaco</u> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
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<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL1.CCR.</b>	<b>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.</b>
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<b>OBJECTIVE</b>	<b>4.SL1-b.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly – Follow agreed-upon rules for discussions and carry out assigned roles.</b>
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<b>EXPECTATION</b>	<b>4.SL1-b.1.</b>	<p>Collaborate with peers to create rules to ensure respectful group discussions.</p> <p><u>BookTaco</u> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and</p>
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		discuss the impact and significance of each.
EXPECTATION	4.SL1-b.3.	Participate in group discussions on a variety of topics.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> 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. <a href="#">Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	4.SL1-b.5.	Contribute to a learning community. (MD SLM 4-5 5 A2.a)  <a href="#">BookTaco</a> <a href="#">Book Talk</a> 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. <a href="#">Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL1.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.SL1-c.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly – Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL1-c.3.	During/after discussion, confirm, dispute, and/or change ideas on the topic.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> 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.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL1.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>4.SL1-d.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
EXPECTATION	4.SL1-d.1.	Listen to identify topic and key ideas of speakers.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> 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. <a href="#">Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	4.SL1-d.2.	Express an opinion based on experiences, prior knowledge of the topic, and the information presented.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> 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.
<b>STRAND / TOPIC</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>

<b>/ STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL6.CCR	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>OBJECTIVE</b>	4.SL6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
<b>EXPECTATION</b>	4.SL6.2.	Recognize and speak appropriately for audience, environment, and purpose.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
<b>OBJECTIVE</b>	4.L1-e.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Form and use prepositional phrases.
<b>EXPECTATION</b>	4.L1-e.2.	Compose sentences using prepositional phrases to modify nouns and verbs.  <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
<b>OBJECTIVE</b>	4.L1-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>EXPECTATION</b>	4.L1-f.1.	Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences.  <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words.
<b>EXPECTATION</b>	4.L1-f.5.	Analyze writing models for complete sentences.  <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	4.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	4.L2-d.1.	Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
EXPECTATION	4.L2-d.2.	Use knowledge of word structure and word origins to spell grade-appropriate words.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
EXPECTATION	4.L2-d.4.	Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate words.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
EXPECTATION	4.L2-d.5.	Analyze writing models for correct spelling.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
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	4.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L3-a.1.	Distinguish between literal and nonliteral meanings of words and phrases.  <u>BookTaco</u>

		<p><b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
EXPECTATION	4.L3-a.2.	<p>Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words.</p> <p><b>BookTaco</b> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
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	4.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	4.L4-a.1.	<p>Identify clues in the text that help determine or clarify the meaning of a word or phrase.</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
EXPECTATION	4.L4-a.2.	<p>Connect prior knowledge and experiences to determine the meaning of a word or phrase.</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
EXPECTATION	4.L4-a.3.	<p>Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b></p>

		<p>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		Vocabulary Acquisition and Use
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	4.L4-c.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>EXPECTATION</b>	4.L4-c.3.	Use the context in which words are used to choose among possible meanings.  <u>BookTaco</u> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		Vocabulary Acquisition and Use
<b>INDICATOR / PROFICIENCY LEVEL</b>	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>OBJECTIVE</b>	4.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>EXPECTATION</b>	4.L5-c.1.	Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings.  <u>BookTaco</u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.
<b>EXPECTATION</b>	4.L5-c.2.	Use knowledge of nuances to determine precise words as needed for speaking and writing.  <u>BookTaco</u> <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		Vocabulary Acquisition and Use
<b>INDICATOR / PROFICIENCY LEVEL</b>	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	4.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
EXPECTATION	4.L6.1.	Through modeling and exposure to a variety of grade-appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	4.L6.2.	Participate in collaborative conversations with diverse peers about grade 4 topics and text, building on other's ideas and expressing their own clearly (See CCSS SL.4.1).  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.