Maryland College and Career-Ready Standards

Language Arts

Grade: **6** - 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	6.RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	6.RL1.2.	Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL1.3.	Demonstrate comprehension of a text with after reading strategies by: explaining the main ideas; identifying what is directly stated in the text; drawing inferences; drawing conclusions; verifying or adjusting predictions; making new predictions; paraphrasing and summarizing (See MD SLM 6-8 4A2.b); making connections between the text and oneself. **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	6.RL1.4.	Determine and state evidence that confirms the important ideas and messages of a literary text. **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL1.5.	Identify evidence to suggest logically what might be true about characters, setting, plot, etc. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL1.6.	Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts (See CCSS L.6.5b).

		BookTaco **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	6.RL1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.6.5c). **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	6.RL1.8.	Participate actively and appropriately in discussions about literary texts (See CCSS SL.6.1 and SL.6.3). **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	6.RL1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	6.RL1.10.	Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.6.6). **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	**RL2.CCR.**	**Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
OBJECTIVE	**6.RL2.**	**Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**
EXPECTATION	6.RL2.1.	Use significant details of characterization and/or plot development, repeated words, ideas, and/or symbols as clues to theme. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters**

		Template and word bank for the analysis of two characters' similarities and differences.
		Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **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	**6.RL2.2.**	Connect conclusions about character/s, plot, and/or symbols to determine theme. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **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	**6.RL2.3.**	Present details to accentuate support of main ideas or themes (See CCSS SL.6.5). **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	**6.RL2.4.**	Distinguish between subjective and objective summaries. **BookTaco**

		Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL2.6.	Review key ideas expressed through paraphrasing (See CCSS SL.6.1d). **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL2.7.	State or compose a summary that includes events from the beginning, middle, and end of a text. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL2.8.	Use a variety of transition words to convey sequence (See CCSS W.6.3c). **BookTaco** **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	6.RL2.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	6.RL2.10.	Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.6.6).

BookTaco
Chapter Notes
One page chapter notes organizer helps students organize characters and events for each chapter read.
Compare & Contrast Characters
Template and word bank for the analysis of two characters' similarities and differences.
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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	6.RL3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
EXPECTATION	6.RL3.1.	Apply the basic elements of plot structure in a description of a story's plot. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	6.RL3.2.	Apply the basic elements of plot structure and drama structure in a description of a drama's plot. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	6.RL3.3.	Apply the elements of characterization in a description of character development. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.

		Plot Diagram
		Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
		Point Of View!
		Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
		Story Mapping
		The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL3.4.	Use a variety of transition words to convey sequence (See CCSS W.6.3c).
		BookTaco
		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	6.RL3.5.	Use precise words and descriptive details to convey events (See CCSS W.6.3d).
		BookTaco
		Book Review
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		Book Talk
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		Paragraph Writing Prompts
		Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
		Plot Diagram
		Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	6.RL3.6.	Give a conclusion that follows from events (See CCSS W.5.3e).
		BookTaco
		Plot Diagram
		Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	6.RL3.7.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS 6 L1)
		BookTaco
		Sample Unscramble Sentence
		These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
		Word Introduction
		Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	6.RL3.8.	Use appropriate academic or domain-specific words correctly when writing about or discussing literature (See CCSS 6 L6).
		BookTaco
		Chapter Notes
		One page chapter notes organizer helps students organize characters and events for each chapter read.
		Compare & Contrast Characters
		Template and word bank for the analysis of two characters' similarities and differences.
		Draw It!
		Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
		Plot Diagram
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		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
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STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	6.RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
EXPECTATION	6.RL4.4.	Use context as a clue to the meaning of words and phrases (See CCSS L.6.4a). BookTaco Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.
EXPECTATION	6.RL4.7.	Demonstrate an understanding of figurative language and connotation (See CCSS L.6.5a, L.6.5c). BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	6.RL5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
EXPECTATION	6.RL5.1.	Demonstrate an understanding of the structure of novels, dramas, and poetry. BookTaco 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	6.RL5.2.	Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure. BookTaco 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	6.RL5.3.	Connect knowledge (details) of literary structures and literary elements to determine how they work together to form or advance the plot, setting, or theme of a literary text. BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Retell The Story Practice summarizing and retelling the story (writing or pictures) by

		challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL5.4.	Determine how a theme is relayed through particular details in a literary text (See CCSS RL.6.2). **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **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	6.RL5.5.	Describe how a literary text develops in a series of episodes (See CCSS RL.6.3). **BookTaco** **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	6.RL5.7.	Use evidence from literary texts to support analysis of text structure (See CCSS W.6.9). **BookTaco** **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
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TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	**RL6.CCR.**	**Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.**
OBJECTIVE	**6.RL6.**	**Explain how an author develops the point of view of the narrator or speaker in a text.**
EXPECTATION	6.RL6.1.	Apply knowledge of the different types of point of view to a text. **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
EXPECTATION	6.RL6.3.	Determine the narrator/speaker by combining knowledge of point of view and person in personal pronouns. **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
EXPECTATION	6.RL6.5.	Use vocabulary knowledge when considering words and phrases important to comprehension (See CCSS L.6.6).

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TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	6.RL7.	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text or what they perceive when they listen or watch.
EXPECTATION	6.RL7.5.	Support ideas with relevant evidence (See CCSS W.6.1b). **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	6.RL7.6.	Use evidence from literary texts to support reflection (See CCSS W.6). **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **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	6.RL7.8.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	6.RL7.9.	Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.6.6). **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	6.RL9.	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
EXPECTATION	6.RL9.3.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.6.1) **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.
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Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
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Retell The Story
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Story Mapping
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EXPECTATION	6.RL9.4.	Use evidence from literary texts to support analysis (See CCSS 6 W9).

BookTaco
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Compare & Contrast Characters
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EXPECTATION	6.RL9.5.	Present findings using pertinent details (See CCSS SL.6.4).

BookTaco
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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	**6.RL9.6.**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	**6.RL9.7.**	Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.6.6). **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Range of Reading and Level of Text Complexity**
INDICATOR / PROFICIENCY LEVEL	**RL10.CCR.**	**Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.**
OBJECTIVE	**6.RL10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
EXPECTATION	**6.RL10.2.**	Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary. **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	**6.RL10.4.**	(See MD SLM 6-8 6.0) **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	6.RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	6.RI1.1.	Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text. **BookTaco** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.**
EXPECTATION	6.RI1.2.	Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience. **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**
EXPECTATION	6.RI1.3.	Demonstrate comprehension of a text with after reading strategies by: explaining the central ideas; identifying what is directly stated in the text; drawing inferences; drawing conclusions; verifying or adjusting predictions; making new predictions; paraphrasing and summarizing (See MD SLM 6-8 4 A2.b); making connections between the text and oneself. **BookTaco** **Book Notes** **Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.** **Book Quiz** **Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.** **Book Review** **Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction 3-2-1 Fun** **Nonfiction graphic organizer helps students organize their understanding of a book or text.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**
EXPECTATION	6.RI1.4.	Determine and state evidence that confirms the meaning of an informational text. **BookTaco** **Nonfiction 3-2-1 Fun** **Nonfiction graphic organizer helps students organize their understanding of a book or text.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.**

		Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI1.5.	Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc. BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI1.6.	Use relationships between words for understanding (See CCSS L.6.5b). BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. Vocabulary Test Final assessment module featuring multiple choice environment. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
EXPECTATION	6.RI1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.6.5c). BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	6.RI1.8.	Participate actively and appropriately in discussions about informational texts (See CCSS SL.6.1 and SL.6.3). BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	6.RI1.10.	Use appropriate academic or domain-specific words when discussing or writing about informational texts (See CCSS L.6.6). BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVE	6.RI2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
EXPECTATION	6.RI2.1.	Use significant pieces of information as clues to a main idea. **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI2.2.	Synthesize main ideas to determine a central idea. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI2.3.	Distinguish between subjective and objective summaries. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI2.6.	State or compose a summary that includes a central idea and significant supporting information from across the text. **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI2.9.	Use appropriate academic or domain-specific words when discussing or writing about informational text (See CCSS L.6.6). **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	6.RI3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated,

		and elaborated in a text (e.g., through examples or anecdotes).
EXPECTATION	6.RI3.1.	Identify important persons, events or ideas in an informational text. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	6.RI3.2.	Determine the variety of ways that a person, event, or idea may be described or explained to a reader. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	6.RI3.3.	Examine the specific ways an important person, event, or idea in the text is presented to a reader. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	6.RI3.4.	Identify the effect the presentation of an important person, event, or idea in the text has upon a reader. **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.

		Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
EXPECTATION	**6.RI3.6.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)** BookTaco **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.** **Word Introduction** **Introduction to definitions, synonyms, antonyms and contextual usage.**
EXPECTATION	**6.RI3.8.**	**See also MD SLM.6-8.4.0, as needed.** BookTaco **Book Review** **Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.** **Nonfiction 3-2-1 Fun** **Nonfiction graphic organizer helps students organize their understanding of a book or text.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.** **Plot Diagram** **Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.**
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	**RI4.CCR.**	**Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
OBJECTIVE	**6.RI4.**	**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**
EXPECTATION	**6.RI4.1.**	**Use evidence from an informational text to determine the meaning of a word or phrase (See CCSS W.6.9).** BookTaco **Nonfiction 3-2-1 Fun** **Nonfiction graphic organizer helps students organize their understanding of a book or text.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**
EXPECTATION	**6.RI4.2.**	**Use context as a clue to the meaning of a word or phrase (See CCSS L.6.4a).** BookTaco **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.** **Sentence Completion** **Matching exercise challenges the understanding of the appropriate contextual usage of the words.** **Word Introduction** **Introduction to definitions, synonyms, antonyms and contextual usage.** **Word Jumble** **Active and fun learning medium promoting language acquisition through contextual and visual experience.**
EXPECTATION	**6.RI4.5.**	**Determine the suggested meaning of connotations of words that address the same technical meaning (See CCSS L.6.5c).** BookTaco **Definition Matching**

		Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	6.RI4.6.	Verify an inferred meaning of a word or phrase in reference materials (See CCSS L.6.4c). BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. Vocabulary Test Final assessment module featuring multiple choice environment. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	6.RI5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
EXPECTATION	6.RI5.3.	Examine how parts of the text support the identified purpose of the text. BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI5.4.	Use evidence from informational texts to support analysis of text structure (See CCSS W.6.9). BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	6.RI6.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
EXPECTATION	6.RI6.3.	Determine author's purpose through attention to format, text features, and key ideas. BookTaco

Nonfiction 3-2-1 Fun
Nonfiction graphic organizer helps students organize their understanding of a book or text.
Nonfiction Book Report
Great activity to get your students reading for information allowing for assessment of understanding and comprehension.
Nonfiction Text Features
Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
Paragraph Writing Prompts
Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.

STRAND / TOPIC / STANDARD	MD.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	6.RI7.	Integrate information presented in diverse media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
EXPECTATION	6.RI7.2.	Organize information from different formats to develop a logical understanding of a topic or issue. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	6.RI7.3.	Support ideas with relevant evidence (See CCSS W.6.1b). **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	6.RI9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
EXPECTATION	6.RI9.3.	Support ideas with relevant evidence (See CCSS W.6.1b). **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.RI9.4.	Present findings using pertinent evidence (See CCSS SL.6.4). **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.

		Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	**W1.CCR.**	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	**6.W1-b.**	Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	**6.W1-b.3.**	Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.6.2e); formation of complete sentences (See CCSS L.6.1f); varying sentence patterns (See CCSS L.6.3a); pronouns written in the proper case (See CCSS L.6.1a); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); frequently confused words (See CCSS L.6.1g); spelling correctly (See CCSS L.6.2b). **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC / STANDARD	**MD.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	**6.W2-a.**	Write informative/explanatory texts to examine a topic and covey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	**6.W2-a.1.**	Adapt planning and prewriting to address the demands of an informative text, including: refining the focus of a topic; gathering information on a specific topic (See MD SLM 6-8 2A1, as needed); examining information to determine the ideas and concepts; effectively organizing of information within an established structure (See CCSS W.6.5); including appropriate text features to aid understanding. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and

		observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**Text Types and Purposes**
INDICATOR / PROFICIENCY LEVEL	**W2.CCR.**	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	**6.W2-b.**	Write informative/explanatory texts to examine a topic and covey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.
EXPECTATION	**6.W2-b.1.**	Gather information about a topic from a variety of reliable print and digital sources (See CCSS RI.6.7, W.7.8). **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	**6.W2-b.2.**	Determine the most appropriate information gathered from a variety of reliable sources (See MD SLM.6-8.2A1). **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	**6.W2-b.3.**	Compose a draft of the body with attention to: effective organization of information (See CCSS W.6.5); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); subject-verb and pronoun antecedent agreement (See CCSS L.3.1f); formation of complete sentences (See CCSS L.4.1f); frequently confused words (See CCSS L.4.1g); recognition of variations from standard English and use of strategies to improve expression in conventional language (See CCSS L.6.1e). **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC / STANDARD	**MD.W.**	**Standards for Writing (W)**
TOPIC / INDICATOR		**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	**6.W2-c.**	Write informative/explanatory texts to examine a topic and covey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	**6.W2-c.1.**	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS L.6.5b) **BookTaco** **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Vocabulary Test** Final assessment module featuring multiple choice environment. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.

		Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
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	**6.W2-d.**	Write informative/explanatory texts to examine a topic and covey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	**6.W2-d.1.**	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS L.6.6) BookTaco **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	**MD.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	**6.W3-b.**	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
EXPECTATION	**6.W3-b.3.**	Compose with attention to: subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); choosing words and phrases for effect and to convey ideas precisely (See CCSS L.3.3a); formation of complete sentences (See CCSS L.4.1f); varying sentence patterns for meaning, reader/listener interest, and style (See CCSS L.6.3a); maintaining consistency in style and tone (See CCSS L.6.3b); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); using intensive pronouns correctly (See CCSS L.6.1b). BookTaco **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC	**MD.W.**	**Standards for Writing (W)**

/ STANDARD		
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	6.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	6.W3-d.1.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS L.6.6) **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STRAND / TOPIC / STANDARD	MD.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	6.W6.	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 three pages in a single sitting.
EXPECTATION	6.W6.2.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS SL.6.5) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	6.W6.8.	Use technology to locate, evaluate, and organize information (See MD TL 6 5A1, 5B1). **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.W.	**Standards for Writing (W)**
TOPIC /		**Research to Build and Present Knowledge**

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	6.W7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
EXPECTATION	6.W7.4.	Find data and/or information within a variety of print or digital sources (See MD SLM.6-8.3A1, 3A2, 3B1, 3C1, 3C2, 3C3). **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	6.W8.	Gather relevant information from multiple print and digital sources; access the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
EXPECTATION	6.W8.3.	Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions (See MD SLM.6-8.3C1.a, 3C1.b, 3C1.c, 3C1.d, 3C1.e, 3C1.f). **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	6.W8.4.	Evaluate and analyze the quality, accuracy, and sufficiency of notes (See MD SLM.6-8.4A1.a, 4A1.b, 4A1.c, 4A1.d, 4A1.e). **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	6.SL1-a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	6.SL1-a.1.	Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	6.SL1-a.6.	Access prior knowledge to extend the topic under discussion. **BookTaco** **Book Talk** Student generated video response where students record and capture their

		true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**SL1.CCR.**	**Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
OBJECTIVE	**6.SL1-b.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.**
EXPECTATION	**6.SL1-b.1.**	**Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
EXPECTATION	**6.SL1-b.2.**	**Come to consensus on a framework for a collegial discussion.** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.** **Nonfiction Text Features** **Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**
STRAND / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**SL1.CCR.**	**Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
OBJECTIVE	**6.SL1-c.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.**
EXPECTATION	**6.SL1-c.4.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1)** **BookTaco** **Sample Unscramble Sentence** **These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.** **Word Introduction** **Introduction to definitions, synonyms, antonyms and contextual usage.**
STRAND / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**SL1.CCR.**	**Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
OBJECTIVE	**6.SL1-d.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly – Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**
EXPECTATION	**6.SL1-d.2.**	**Periodically, connect the opinions or perspectives of others to their own opinions.**

		BookTaco **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Comprehension and Collaboration**
INDICATOR / PROFICIENCY LEVEL	**SL2.CCR.**	**Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**
OBJECTIVE	**6.SL2.**	**Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.**
EXPECTATION	**6.SL2.3.**	**Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.** **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.** **Draw It!** **Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.** **Nonfiction Book Report** **Great activity to get your students reading for information allowing for assessment of understanding and comprehension.** **Paragraph Writing Prompts** **Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.** **Point Of View!** **Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.** **Retell The Story** **Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.** **Story Mapping** **The describe the characters, setting, beginning, middle and end of the story.**
STRAND / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	**SL4.CCR.**	**Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**
OBJECTIVE	**6.SL4.**	**Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.**
EXPECTATION	**6.SL4.1.**	**Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.** **BookTaco** **Book Talk** **Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**
EXPECTATION	**6.SL4.3.**	**Include support (e.g., descriptions, facts, and details) that most effectively**

		emphasizes main ideas or themes of the presentation. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	**6.SL4.4.**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.6.1) **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	**MD.SL.**	**Standards for Speaking and Listening (SL)**
TOPIC / INDICATOR		**Presentation of Knowledge and Ideas**
INDICATOR / PROFICIENCY LEVEL	**SL5.CCR.**	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	**6.SL5.**	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
EXPECTATION	**6.SL5.1.**	Select or create multimedia and visual displays that enhance presentations and/or clarify ideas (See MD SLM 6-8.5). **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L1.CCR.**	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	**6.L1-a.**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Ensure that pronouns are in the proper case (subjective, objective, possessive).
EXPECTATION	**6.L1-a.4.**	Spell correctly. (CCSS L.6.2b) **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L1.CCR.**	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	**6.L1-e.**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
EXPECTATION	**6.L1-e.1.**	Apply skills from L1.a-d to analyze the effect on meaning in professional writing, the writing of peers, and their own writing: Revise to develop and

		strengthen writing (See CCSS W.6.5); Edit for clarity to develop and strengthen writing (See CCSS W.6.5). **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Conventions of Standard English**
INDICATOR / PROFICIENCY LEVEL	**L2.CCR.**	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	**6.L2-b.**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION	**6.L2-b.1.**	Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.6.6). **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
EXPECTATION	**6.L2-b.2.**	Use print, digital resources, and internalized knowledge to support correct spelling. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Knowledge of Language**
INDICATOR / PROFICIENCY LEVEL	**L3.CCR.**	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	**6.L3-a.**	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Vary sentence patterns for meaning, reader/listener interest, and style.
EXPECTATION	**6.L3-a.1.**	Apply an understanding of audience and the purpose of speech or writing and their effect upon its meaning. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Knowledge of Language**
INDICATOR /	**L3.CCR.**	Anchor Standard: Apply knowledge of language to understand how language

PROFICIENCY LEVEL		functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	6.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Maintain consistency in style and tone.
EXPECTATION	6.L3-b.1.	Apply an understanding of audience, purpose, and format to determine style and tone. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	6.L3-b.4.	Use precise word choice to establish and maintain tone. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		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	6.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	6.L4-a.1.	Apply an understanding of the various types of context clues to determine word or phrase meaning. **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.
EXPECTATION	6.L4-a.2.	Apply an understanding of inference and drawing conclusions to determine word or phrase meaning. **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. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.

STRAND / TOPIC / STANDARD	MD.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	6.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
EXPECTATION	6.L4-d.1.	Apply an understanding of the skills in L4 a-c to verify word meaning. BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. Vocabulary Test Final assessment module featuring multiple choice environment. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	6.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
EXPECTATION	6.L5-b.1.	Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text. BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. Vocabulary Test Final assessment module featuring multiple choice environment. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
EXPECTATION	6.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning. BookTaco Definition Matching

		Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Vocabulary Test** Final assessment module featuring multiple choice environment. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**L5.CCR.**	**Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
OBJECTIVE	**6.L5-c.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**
EXPECTATION	**6.L5-c.1.**	**Apply an understanding of connotation to judge word choice.** **BookTaco** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.**
EXPECTATION	**6.L5-c.2.**	**Use precise words to convey experiences and events (See CCSS W.6.3d).** **BookTaco** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.**
EXPECTATION	**6.L5-c.3.**	**Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.** **BookTaco** **Definition Matching** **Definition matching exercise leveraging high level engagement with pronunciation reinforcement.**
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	**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	**6.L6.**	**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
EXPECTATION	**6.L6.1.**	**Apply skills identified in CCSS L.6.4a, L.6.4b, L.6.4c, L.6.4d and L.6.5a, L.6.5b, L.6.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.** **BookTaco** **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. Draw It!

Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
Nonfiction Book Report
Great activity to get your students reading for information allowing for assessment of understanding and comprehension.
Plot Diagram
Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
Point Of View!
Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
Retell The Story
Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.
Sample Unscramble Sentence
These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
Story Mapping
The describe the characters, setting, beginning, middle and end of the story.