

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: BookTaco

Subject: Language Arts

Grade: 9

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Language Arts

Grade: 9 - Adopted: 2014

| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
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| 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 | 9-10.RL1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| EXPECTATION | 9-10.RL1.2. | Analyze text clues that affect meaning. 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 | 9-10.RL1.3. | Analyze relevant denotative, connotative, and figurative language (See CCSS L.9-10.5). BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. |
| EXPECTATION | 9-10.RL1.4. | Analyze and evaluate available evidence for thoroughness, completeness, and relevance (See also MD SLM 4.0). 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 |

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| | | <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL1.5. | <p>Participate actively and appropriately in discussions about literature.</p> <p>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.</p> |
| EXPECTATION | 9-10.RL1.6. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL1.7. | <p>Use knowledge of language and its conventions when speaking and writing (See 9-10 CCSS L.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| 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 | 9-10.RL2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| EXPECTATION | 9-10.RL2.1. | <p>Objectively summarize a text by including the appropriate details.</p> <p>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.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters</p> |

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| | | <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL2.2. | <p>Analyze ideas, literary techniques, and specific details in a text that develop a theme or central idea.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL2.3. | <p>Participate actively and appropriately in discussions about literature.</p> <p>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.</p> |
| EXPECTATION | 9-10.RL2.4. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> |

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| EXPECTATION | 9-10.RL2.5. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| 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 | 9-10.RL3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| EXPECTATION | 9-10.RL3.1. | <p>Analyze and explain how complex characters develop, interact, and change over the course of a text.</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL3.2. | <p>Analyze, explain, and evaluate the impact of complex characters on advancing the plot and developing the theme in a text.</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> |

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| EXPECTATION | 9-10.RL3.3. | <p>Participate actively and appropriately in discussions about literature.</p> <p>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.</p> |
| EXPECTATION | 9-10.RL3.4. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6).</p> <p>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.</p> |
| EXPECTATION | 9-10.RL3.5. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>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.</p> |
| 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 | 9-10.RL4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| EXPECTATION | 9-10.RL4.1. | <p>Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language (See CCSS L.9-10.5).</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> |
| EXPECTATION | 9-10.RL4.3. | <p>Analyze and explain the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning and tone.</p> <p>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.</p> |
| EXPECTATION | 9- | Participate actively and appropriately in discussions about literature. |

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| | 10.RL.4.4. | <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> |
| EXPECTATION | 9-10.RL.4.5. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco Chapter Notes</p> <p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters</p> <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It!</p> <p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram</p> <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View!</p> <p>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story</p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping</p> <p>The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL.4.6. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco Sample Unscramble Sentence</p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction</p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| 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 | 9-10.RL5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| EXPECTATION | 9-10.RL5.1. | <p>Identify and explain the structural characteristics of complex narrative texts and use those characteristics when interpreting texts.</p> <p>BookTaco Retell The Story</p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping</p> <p>The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL5.2. | <p>Analyze and explain how an author deliberately manipulates text structures, orders events, and the uses elements of time to create a specific effect and mood.</p> <p>BookTaco Plot Diagram</p> <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Retell The Story</p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping</p> <p>The describe the characters, setting, beginning, middle and end of the story.</p> |

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| EXPECTATION | 9-10.RL5.3. | Participate actively and appropriately in discussions about literature. 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 | 9-10.RL5.4. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6). BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story. |
| EXPECTATION | 9-10.RL5.5. | Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1). BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Craft and Structure |
| INDICATOR / PROFICIENCY LEVEL | RL6.CCR. | Anchor Standard: Assess how point of view or purpose shapes the content and style of a text. |
| OBJECTIVE | 9-10.RL6. | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| EXPECTATION | 9-10.RL6.4. | Participate actively and appropriately in discussions about literature. 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 | 9-10.RL6.5. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6). 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 |

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| EXPECTATION | 9-10.RL6.6. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | RL7.CCR. | Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| OBJECTIVE | 9-10.RL7. | Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |
| EXPECTATION | 9-10.RL7.3. | <p>Analyze and evaluate the author's choice of details to include and exclude in order to convey meaning in print and non-print text.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL7.4. | <p>Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in print and non-print text (See also MD SLM 3.0).</p> <p>BookTaco Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.RL7.5. | <p>Participate actively and appropriately in discussions about literature.</p> <p>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</p> |

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| | | speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 9-10.RL7.6. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6).</p> <p><u>BookTaco</u> 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.</p> |
| EXPECTATION | 9-10.RL7.7. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p><u>BookTaco</u> 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.</p> |
| 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 | 9-10.RL9. | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| EXPECTATION | 9-10.RL9.3. | <p>Participate actively and appropriately in discussions about literature.</p> <p><u>BookTaco</u> 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.</p> |
| EXPECTATION | 9-10.RL9.4. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6).</p> <p><u>BookTaco</u> 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.</p> |

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| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | RL10.CC R. | Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently. |
| OBJECTIVE | 9-10.RL10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the end of the grades 9-10 text complexity band independently and proficiently. |
| EXPECTATION | 9-10.RL10.1. | <p>Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods (See also MD SLM 6.0): Comprehend texts of steadily increasing complexity, with scaffolding as needed; As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</p> <p>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.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>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.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |

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| EXPECTATION | 9-10.RL10.2 | Participate actively and appropriately in discussions about literature. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 9-10.RL10.3 | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6). <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story. |
| EXPECTATION | 9-10.RL10.4 | Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| 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 | 9-10.RI1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| EXPECTATION | 9-10.RI1.2. | Analyze text clues that affect meaning. <u>BookTaco</u> <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| EXPECTATION | 9-10.RI1.3. | Analyze relevant denotative, connotative, and figurative language (See CCSS L.9-10.5). <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. |
| EXPECTATION | 9-10.RI1.4. | Evaluate available evidence for thoroughness, completeness, and relevance. <u>BookTaco</u> |

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| | | <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> |
| EXPECTATION | 9-10.R11.5. | <p>Explain and analyze complexities and ambiguities in informational text.</p> <p>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.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>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.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p>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.</p> <p>Reading Log Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> |
| EXPECTATION | 9-10.R11.6. | <p>Participate actively and appropriately in discussions about informational text.</p> <p>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.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.R11.7. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> |
| EXPECTATION | 9-10.R11.8. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |

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| EXPECTATION | 9-10.R11.9. | <p>See also MD SLM 2.0 & 3.0, as needed.</p> <p>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.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>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.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> |
| 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 | 9-10.RI2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| EXPECTATION | 9-10.RI2.1. | <p>Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</p> <p>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.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> |
| EXPECTATION | 9-10.RI2.2. | <p>Analyze ideas, issues, rhetoric devices, and specific details in a text that develop the central idea and/or claim.</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> |
| EXPECTATION | 9-10.RI2.3. | <p>Participate actively and appropriately in discussions about informational text.</p> <p>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.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and</p> |

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| | | discuss the impact and significance of each. |
| EXPECTATION | 9-10.RI.2.4. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6). <u>BookTaco</u> 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 | 9-10.RI.2.5. | Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1). <u>BookTaco</u> 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.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 a text. |
| OBJECTIVE | 9-10.RI.3. | Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| EXPECTATION | 9-10.RI.3.2. | Analyze and explain the impact of events and individuals in informational texts. <u>BookTaco</u> 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 | 9-10.RI.3.3. | Analyze, explain, and evaluate the author's development of ideas and concepts within informational texts. <u>BookTaco</u> 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 | 9-10.RI.3.4. | Analyze and explain the interrelationships among ideas and concepts within informational texts (See also CCSS SL.9-10.3). <u>BookTaco</u> 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 | 9-10.RI.3.5. | Participate actively and appropriately in discussions about informational text. <u>BookTaco</u> |

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| | | <p>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.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.RI.3.6. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> |
| EXPECTATION | 9-10.RI.3.7. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| 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 | 9-10.RI.4. | Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| EXPECTATION | 9-10.RI.4.1. | <p>Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> |
| EXPECTATION | 9-10.RI.4.5. | <p>Participate actively and appropriately in discussions about informational text.</p> <p>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.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.RI.4.6. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> |
| EXPECTATION | 9- | Use knowledge of language and its conventions when speaking and writing |

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| | 10.RI4.7. | (See CCSS L.9-10.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| 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 | 9-10.RI5. | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| EXPECTATION | 9-10.RI5.4. | Participate actively and appropriately in discussions about informational text. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 9-10.RI5.5. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. |
| EXPECTATION | 9-10.RI5.6. | Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| 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 | 9-10.RI6. | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose. |
| EXPECTATION | 9-10.RI6.4. | Participate actively and appropriately in discussions about informational text. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 9-10.RI6.5. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6). <u>BookTaco</u> |

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| | | <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> |
| EXPECTATION | 9-10.RI.6.6. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| 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 formats and media, including visually and quantitatively, as well as in words. |
| OBJECTIVE | 9-10.RI7. | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| EXPECTATION | 9-10.RI7.2. | <p>Analyze print, non-print, and digital text for relevant details that are emphasized in an informational text and that contribute to meaning.</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> |
| EXPECTATION | 9-10.RI7.4. | <p>Participate actively and appropriately in discussions about informational text.</p> <p>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.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.RI7.5. | <p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> |
| EXPECTATION | 9-10.RI7.6. | <p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |

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| INDICATOR / PROFICIENCY LEVEL | R18.CCR. | Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| OBJECTIVE | 9-10.R18. | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| EXPECTATION | 9-10.R18.3. | Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma). <u>BookTaco</u> <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words. |
| EXPECTATION | 9-10.R18.5. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. |
| EXPECTATION | 9-10.R18.6. | Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | R19.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 | 9-10.R19. | Analyze seminal U. S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. |
| EXPECTATION | 9-10.R19.2. | Identify and explain themes and concepts common to specific time periods in American history. <u>BookTaco</u> <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. |
| EXPECTATION | 9-10.R19.3. | Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in seminal U.S. documents. <u>BookTaco</u> <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. |
| EXPECTATION | 9-10.R19.4. | Participate actively and appropriately in discussions about informational text. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 9-10.R19.5. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6). |

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| | | 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 | 9-10.R19.6. | Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1). 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.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | RI10.CC R. | Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently. |
| OBJECTIVE | 9-10.R110. | By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the end of the grades 910 text complexity band independently and proficiently. |
| EXPECTATION | 9-10.R110.2. | Participate actively and appropriately in discussions about informational text. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 9-10.R110.3. | Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.9-10.4 & L.9-10.6). 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 | 9-10.R110.4 | Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1). 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.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 | 9-10.W1-a. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | 9-10.W1-a.2. | Narrow and refine the focus of a grade-appropriate complex topic: Analyze the topic to target information gathering; Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position |

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| | | (See CCSS W.9-10.4 and W.9-10.5; See also MD SLM 1.B.3). BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 9-10.W1-a.3. | Choose, apply, and maintain an organizational structure appropriate to the writing purpose (See CCSS W.9-10.4, SL.9-10.1a, SL.9-10.4): Gather reliable and valid information from print, non-print, and digital sources (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.7, RI.9-10.8; See also MD SLM 2.0, 3.0, 4.0); Evaluate information to determine sufficiency and relevancy; Establish clear relationships among claim(s), counterclaims, reasons, and evidence; Logically sequence claims, counterclaims, reasons, and evidence. BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Text Types and Purposes |
| INDICATOR / PROFICIENCY LEVEL | W1.CCR. | Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| OBJECTIVE | 9-10.W1-c. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | 9-10.W1-c.4. | Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.9-10.3) 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.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 | 9-10.W1-d. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | 9-10.W1-d.4. | Integrate quotations, paraphrases, and summarizations of source material appropriately into written text (See CCSS L.9-10.3 and W.9-10.8; See also MD SLM 3.c.2, SLM 5.0). 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 | 9-10.W1-d.6. | Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.9-10.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.9-10.2, L.9-10.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d). BookTaco |

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| | | 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 | 9-10.W2-a. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | 9-10.W2-a.2. | Narrow and refine the focus of a grade-appropriate complex topic: Analyze the topic to target information gathering; Generate and develop a well-constructed introduction that presents the topic, central idea, or concept (See CCSS W.9-10.4, W.9-10.5). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 9-10.W2-a.3. | Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information (See CCSS W.9-10.4, SL.9-10.1a, SL.9-10.4): Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.8); Evaluate information to determine sufficiency and relevancy; Use appropriate and effective formatting of headings, graphics, and multimedia (See CCSS L.9-10.3). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | 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 | 9-10.W2-b. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | 9-10.W2-b.3. | Integrate paraphrases and summarizations of source material appropriately into written text (See CCSS L.9-10.3 and W.8). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Text Types and Purposes |
| INDICATOR / PROFICIENCY LEVEL | W2.CCR. | Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

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| OBJECTIVE | 9-10.W2-c. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | 9-10.W2-c.2. | Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.3) <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| 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 | 9-10.W2-e. | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| EXPECTATION | 9-10.W2-e.2. | Integrate quotations, paraphrases, and summarizations of source material appropriately into written text (See CCSS L.9-10.3 and W.8; See also MD SLM 3.c.2, SLM 5.0). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| EXPECTATION | 9-10.W2-e.4. | Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> 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 | 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 | 9-10.W3-a. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| EXPECTATION | 9-10.W3-a.2. | Narrow and refine the focus of a grade-appropriate complex topic: Analyze the topic to target information gathering; Choose, apply, and maintain an organizational structure that effectively develops the ideas and supports the writing purpose (See CCSS W.9-10.4). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |

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| 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 | 9-10.W3-c. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | 9-10.W3-c.3. | Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.3) <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / PROFICIENCY LEVEL | W7.CCR. | Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| OBJECTIVE | 9-10.W7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| EXPECTATION | 9-10.W7.1. | See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, RI.8 for specific application. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 9-10.W7.3. | Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner (See MD SLM 2.0). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 9-10.W7.4. | Find, generate, record, and organize information relevant to the information need in an ethical manner (See MD SLM 3.0). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 9-10.W7.7. | See MD TL 5.0, TL 6.0. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / PROFICIENCY | W8.CCR. | Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the |

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| LEVEL | | information while avoiding plagiarism. |
| OBJECTIVE | 9-10.W8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| EXPECTATION | 9-10.W8.1. | See CCSS Grades 9-10: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. 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 | 9-10.W8.2. | Find, generate, record, and organize information relevant to the research purpose in an ethical manner (See also MD SLM 3.0). 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. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / PROFICIENCY LEVEL | W9.CCR. | Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| OBJECTIVE | 9-10.W9-b. | Draw evidence from literary or informational texts to support analysis, reflection, and research – Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| EXPECTATION | 9-10.W9-b.1. | See CCSS Grades 9-10: W1, W2, W7, RI.5, RI.7, and RI.8 for specific application. BookTaco Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. |
| 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 | 9-10.SL1-a. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | 9-10.SL1-a.3. | Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar. 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 | 9-10.SL1-a.4. | Brainstorm and make connections to issues in material under study. BookTaco Book Talk |

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| | | <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.SL1-a.6. | <p>See MD SLM 3.0, SLM 4.0, SLM 5.0, TL 5.B, TL 6.0, as needed.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| 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 | 9-10.SL1-b. | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively – Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> |
| EXPECTATION | 9-10.SL1-b.2. | <p>Demonstrate comfort and independence in the participation of collegial discussions.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| 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 | 9-10.SL1-c. | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively – Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> |
| EXPECTATION | 9-10.SL1-c.1. | <p>Demonstrate comfort and independence with open-ended questions and shared inquiry.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.SL1-c.2. | <p>Monitor discussions for clarity, relevancy, and dissemination of ideas and information.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their</p> |

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| | | <p>true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.SL1-c.3. | <p>Elicit participation and opinions; and appropriately challenge ideas.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| 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 | 9-10.SL1-d. | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively – Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> |
| EXPECTATION | 9-10.SL1-d.2. | <p>Connect with different points of view, remain open-minded, and reassess viewpoints.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> |
| EXPECTATION | 9-10.SL1-d.3. | <p>Understand and use appropriate professional persuasive techniques and conflict-resolution skills.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> |
| EXPECTATION | 9-10.SL1-d.5. | <p>See MD SLM 3.c.3.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| 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 | 9-10.SL2. | <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> |
| EXPECTATION | 9-10.SL2.1. | <p>Demonstrate the behaviors of a strategic reader and listener.</p> <p>BookTaco Book Notes</p> <p>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page</p> |

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| | | <p>ready for review and assessment.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>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.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p>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.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Reading Log Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.SL2.2. | <p>Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text (See CCSS SL.9-10.1a, RI.9-10.7, RI.9-10.8, W.9-10.7, W.9-10.8).</p> <p>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.</p> |
| EXPECTATION | 9-10.SL2.3. | <p>Choose the appropriate form of media for a given purpose.</p> <p>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.</p> |
| 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 | 9- | Present information, findings, and supporting evidence clearly, concisely, and |

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| | 10.SL4. | logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| EXPECTATION | 9-10.SL4.1. | Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and task (See CCSS W.9-10.1a, W.9-10.1b, W.9-10.4, W.9-10.5). <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 9-10.SL4.3. | Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 9-10.SL4.5. | See MD SLM 4.0 & 5.0. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| 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 | 9-10.SL5. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| EXPECTATION | 9-10.SL5.1. | Demonstrate strategic use of a variety of digital media. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 9-10.SL5.2. | Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation (See CCSS W.9-10.6). <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 9-10.SL5.3. | See MD SLM 4.0 & 5.0; TL 5.0 & 6.0. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| 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 | 9-10.L2-c. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly. |
| EXPECTATION | 9-10.L2- | Use print, digital, and internalized knowledge resources to support correct |

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| | c.2. | <p>spelling (See MD TL 5.0).</p> <p>BookTaco Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p>Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p> |
| STRAND / TOPIC / STANDARD | MD.L. | Standards for Language (L) |
| TOPIC / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / PROFICIENCY LEVEL | L4.CCR. | Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| OBJECTIVE | 9-10.L4-a. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 9-10.L4-a.1. | <p>Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning.</p> <p>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.</p> <p>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.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>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.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Point Of View! Assess the level of a student’s thinking about the reading and their ability to support conclusions with text-based evidence.</p> |
| EXPECTATION | 9-10.L4-a.2. | <p>Analyze a word’s position, form, and/or function to determine meaning.</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> |
| EXPECTATION | 9-10.L4-a.3. | <p>Revisit key words used throughout a text to determine effect and meaning.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters</p> |

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| | | <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| 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 | 9-10.L5-b. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Analyze nuances in the meanings of words with similar denotations. |
| EXPECTATION | 9-10.L5-b.1. | <p>Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning.</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> |
| EXPECTATION | 9-10.L5-b.2. | <p>Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> |
| 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 considering a word or phrase important to comprehension or expression. |
| OBJECTIVE | 9-10.L6. | 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 considering a word or phrase important to comprehension or expression. |
| EXPECTATION | 9-10.L6.1. | <p>Demonstrate the behaviors of a strategic reader.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their</p> |

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| | | <p>favorite parts of books and providing description.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 9-10.L6.2. | <p>Choose and employ vocabulary and diction appropriately for different purposes.</p> <p>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.</p> |
| EXPECTATION | 9-10.L6.3. | <p>Demonstrate frequent and appropriate use of print and digital reference materials (See MD standards SLM 2.0, SLM 3.0, TL 5.0).</p> <p>BookTaco Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 9-10.L6.4. | <p>Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>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.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |