

**Main Criteria:** Oklahoma Academic Standards

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 2

**Correlation Options:** Show Correlated

**Oklahoma Academic Standards**

**Language Arts**

Grade: 2 - Adopted: 2016

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| <b>CONTENT STANDARD / COURSE</b> | <b>OK.2.1.</b>   | <b>Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.</b>   |
| <b>STRAND / STANDARD</b>         | <b>2.1.R.</b>    | <b>Reading - Students will develop and apply effective communication skills through speaking and active listening.</b>   |
| <b>OBJECTIVE</b>                 | <b>2.1.R.2.</b>  | Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.<br><br><u>BookTaco</u><br><u>Book Quiz</u><br>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.<br><u>Book Review</u><br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. |
| <b>OBJECTIVE</b>                 | <b>2.1.R.3.</b>  | Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.<br><br><u>BookTaco</u><br><u>Book Talk</u><br>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.<br><u>Nonfiction Text Features</u><br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.   |
| <b>CONTENT STANDARD / COURSE</b> | <b>OK.2.1.</b>   | <b>Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.</b>   |
| <b>STRAND / STANDARD</b>         | <b>2.1.W.</b>    | <b>Writing - Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</b>   |
| <b>OBJECTIVE</b>                 | <b>2.1.W.1.</b>  | Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.<br><br><u>BookTaco</u><br><u>Book Talk</u><br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  |
| <b>CONTENT STANDARD / COURSE</b> | <b>OK.2.2RF</b>  | <b>Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.</b>   |
| <b>STRAND / STANDARD</b>         | <b>2.2.PC.</b>   | <b>Print Concepts - Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</b>   |
| <b>OBJECTIVE</b>                 | <b>2.2.PC.1.</b> | Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.<br><br><u>BookTaco</u><br><u>Hear It Say It Write It</u><br>Word pronunciation with student modeling along with word writing in print or cursive.   |
| <b>CONTENT</b>                   | <b>OK.2.2RF</b>  | <b>Reading Foundations - Students will develop foundational skills for future</b>  |

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| STANDARD / COURSE         | .          | reading success by working with sounds, letters, and text.   |
| STRAND / STANDARD         | 2.2.F.     | Fluency - Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.   |
| OBJECTIVE                 | 2.2.F.2.   | Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.<br><br><u>BookTaco</u><br><u>Reading Log</u><br>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.   |
| CONTENT STANDARD / COURSE | OK.2.2R W. | Reading and Writing Process - Students will use a variety of recursive reading and writing processes.  |
| STRAND / STANDARD         | 2.2.R.     | Reading - Students will read and comprehend increasingly complex literary and informational texts.   |
| OBJECTIVE                 | 2.2.R.1.   | Students will locate the main idea and supporting details of a text.<br><br><u>BookTaco</u><br><u>Chapter Notes</u><br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br><u>Compare &amp; Contrast Characters</u><br>Template and word bank for the analysis of two characters' similarities and differences.<br><u>Draw It!</u><br>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br><u>Nonfiction 3-2-1 Fun</u><br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br><u>Nonfiction Book Report</u><br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br><u>Paragraph Writing Prompts</u><br>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.<br><u>Plot Diagram</u><br>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.<br><u>Point Of View!</u><br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br><u>Retell The Story</u><br>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br><u>Story Mapping</u><br>The describe the characters, setting, beginning, middle and end of the story. |
| OBJECTIVE                 | 2.2.R.2.   | Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.<br><br><u>BookTaco</u><br><u>Book Review</u><br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br><u>Chapter Notes</u><br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br><u>Compare &amp; Contrast Characters</u><br>Template and word bank for the analysis of two characters' similarities and differences.<br><u>Paragraph Writing Prompts</u><br>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.<br><u>Plot Diagram</u><br>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.<br><u>Point Of View!</u><br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br><u>Story Mapping</u><br>The describe the characters, setting, beginning, middle and end of the story.   |

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| OBJECTIVE                 | 2.2.R.3.   | <p>Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.</p> <p><u>BookTaco</u><br/> <u>Plot Diagram</u><br/> 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.<br/> <u>Retell The Story</u><br/> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br/> <u>Story Mapping</u><br/> The describe the characters, setting, beginning, middle and end of the story.</p> |
| CONTENT STANDARD / COURSE | OK.2.2R W. | Reading and Writing Process - Students will use a variety of recursive reading and writing processes.   |
| STRAND / STANDARD         | 2.2.W.     | Writing - Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.  |
| OBJECTIVE                 | 2.2.W.1.   | <p>Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p> <p><u>BookTaco</u><br/> <u>Sample Unscramble Sentence</u><br/> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>   |
| OBJECTIVE                 | 2.2.W.3.   | <p>Students will correctly spell grade-appropriate words while editing.</p> <p><u>BookTaco</u><br/> <u>Hear It Say It Write It</u><br/> Word pronunciation with student modeling along with word writing in print or cursive.<br/> <u>Word Introduction</u><br/> Introduction to definitions, synonyms, antonyms and contextual usage.<br/> <u>Word Jumble</u><br/> Active and fun learning medium promoting language acquisition through contextual and visual experience.<br/> <u>Word Ladder</u><br/> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>                    |
| CONTENT STANDARD / COURSE | OK.2.3.    | Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.   |
| STRAND / STANDARD         | 2.3.R.     | Reading - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.  |
| OBJECTIVE                 | 2.3.R.2.   | <p>Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p> <p><u>BookTaco</u><br/> <u>Point Of View!</u><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>   |
| CONTENT STANDARD / COURSE | OK.2.3.    | Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.   |
| STRAND / STANDARD         | 2.3.R.     | Reading - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.  |
| OBJECTIVE                 | 2.3.R.3.   | Students will find textual evidence when provided with examples of literary elements and organization:  |
| SKILL / CONCEPT           | 2.3.R.3.1. | <p>Setting (i.e., time, place)</p> <p><u>BookTaco</u><br/> <u>Plot Diagram</u><br/> 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.<br/> <u>Story Mapping</u><br/> The describe the characters, setting, beginning, middle and end of the story.</p>   |
| SKILL / CONCEPT           | 2.3.R.3.2. | Plot  |

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|                           |            | <p><a href="#">BookTaco</a><br/> <a href="#">Book Review</a><br/> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br/> <a href="#">Paragraph Writing Prompts</a><br/> 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.<br/> <a href="#">Plot Diagram</a><br/> 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>   |
| SKILL / CONCEPT           | 2.3.R.3.3. | <p>Characters</p> <p><a href="#">BookTaco</a><br/> <a href="#">Book Review</a><br/> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br/> <a href="#">Chapter Notes</a><br/> One page chapter notes organizer helps students organize characters and events for each chapter read.<br/> <a href="#">Compare &amp; Contrast Characters</a><br/> Template and word bank for the analysis of two characters' similarities and differences.<br/> <a href="#">Paragraph Writing Prompts</a><br/> 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.<br/> <a href="#">Plot Diagram</a><br/> 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.<br/> <a href="#">Point Of View!</a><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br/> <a href="#">Story Mapping</a><br/> The describe the characters, setting, beginning, middle and end of the story.</p>       |
| SKILL / CONCEPT           | 2.3.R.3.4  | <p>Characterization</p> <p><a href="#">BookTaco</a><br/> <a href="#">Book Review</a><br/> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br/> <a href="#">Chapter Notes</a><br/> One page chapter notes organizer helps students organize characters and events for each chapter read.<br/> <a href="#">Compare &amp; Contrast Characters</a><br/> Template and word bank for the analysis of two characters' similarities and differences.<br/> <a href="#">Paragraph Writing Prompts</a><br/> 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.<br/> <a href="#">Plot Diagram</a><br/> 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.<br/> <a href="#">Point Of View!</a><br/> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br/> <a href="#">Story Mapping</a><br/> The describe the characters, setting, beginning, middle and end of the story.</p> |
| CONTENT STANDARD / COURSE | OK.2.3.    | Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.  |
| STRAND / STANDARD         | 2.3.R.     | Reading - Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.   |
| OBJECTIVE                 | 2.3.R.5.   | <p>Students will locate facts that are clearly stated in a text.</p> <p><a href="#">BookTaco</a><br/> <a href="#">Chapter Notes</a><br/> One page chapter notes organizer helps students organize characters and events for each chapter read.<br/> <a href="#">Compare &amp; Contrast Characters</a><br/> Template and word bank for the analysis of two characters' similarities and differences.<br/> <a href="#">Draw It!</a><br/> 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><b>Nonfiction 3-2-1 Fun</b><br/>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b><br/>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b><br/>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b><br/>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p>   |
| OBJECTIVE                 | 2.3.R.6. | <p>Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.</p> <p><b>BookTaco</b><br/><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p>  |
| OBJECTIVE                 | 2.3.R.7. | <p>Students will answer inferential questions (e.g., how and why) with guidance and support.</p> <p><b>BookTaco</b><br/><b>Book Quiz</b><br/>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b><br/>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p>  |
| CONTENT STANDARD / COURSE | OK.2.4.  | Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.  |
| STRAND / STANDARD         | 2.4.R.   | Reading - Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.   |
| OBJECTIVE                 | 2.4.R.1. | <p>Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p> <p><b>BookTaco</b><br/><b>Book Talk</b><br/>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b><br/>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b><br/>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Definition Matching</b><br/>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Draw It!</b><br/>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Hear It Say It Write It</b><br/>Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Plot Diagram</b><br/>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and</p> |

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|                           |          | <p>the resolution.</p> <p><b>Point Of View!</b><br/>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b><br/>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b><br/>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Sentence Completion</b><br/>Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Story Mapping</b><br/>The describe the characters, setting, beginning, middle and end of the story.</p> <p><b>Word Introduction</b><br/>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b><br/>Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b><br/>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p> |
| OBJECTIVE                 | 2.4.R.3. | <p>Students will use context clues to determine the meaning of words with guidance and support.</p> <p><b>BookTaco</b><br/><b>Sample Unscramble Sentence</b><br/>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Sentence Completion</b><br/>Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Word Introduction</b><br/>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b><br/>Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>  |
| OBJECTIVE                 | 2.4.R.4. | <p>Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p> <p><b>BookTaco</b><br/><b>Word Introduction</b><br/>Introduction to definitions, synonyms, antonyms and contextual usage.</p>   |
| OBJECTIVE                 | 2.4.R.5. | <p>Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.</p> <p><b>BookTaco</b><br/><b>Nonfiction Text Features</b><br/>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>   |
| CONTENT STANDARD / COURSE | OK.2.6.  | Research - Students will engage in inquiry to acquire, refine, and share knowledge.  |
| STRAND / STANDARD         | 2.6.R.   | Reading - Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.  |
| OBJECTIVE                 | 2.6.R.2. | <p>Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.</p> <p><b>BookTaco</b><br/><b>Nonfiction Book Report</b><br/>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b><br/>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>   |
| OBJECTIVE                 | 2.6.R.3. | <p>Students will consult various visual and text reference sources to gather information.</p> <p><b>BookTaco</b><br/><b>Book Notes</b><br/>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>  |

