

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: BookTaco

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

South Carolina Standards & Learning

Language Arts

Grade: 4 - Adopted: 2015

STANDARD / COURSE	SC.4.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	4.I.3.2.	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. <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.
STANDARD / COURSE	SC.4.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.I.4.	Synthesize information to share learning and/or take action.
PERFORMANCE DESCRIPTOR / STANDARD	4.I.4.1.	Draw logical conclusions from relationships and patterns discovered during the inquiry process. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Quiz</u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STANDARD / COURSE	SC.4.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	4.RL.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	4.RL.MC. 5.1.	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. <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

		<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>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>
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STANDARD / COURSE	SC.4.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	4.RL.MC. 6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	4.RL.MC. 6.1.	<p>Determine the development of a theme within a text; summarize using key 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 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>

STANDARD / COURSE	SC.4.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	4.RL.MC. 8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	4.RL.MC. 8.1.	Use text evidence to:
INDICATOR	4.RL.MC. 8.1.a.	Explain how conflicts cause the characters to change or revise plans while moving toward resolution.

		<p>BookTaco Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
STANDARD / COURSE	SC.4.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	4.RL.LCS .10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	4.RL.LCS .10.1.	<p>Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. Vocabulary Test Final assessment module featuring multiple choice environment. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience. Word Ladder Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
GRADE LEVEL EXAMPLE / STAGE	4.RL.LCS .10.6.	<p>Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</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. Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement. 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>
STANDARD / COURSE	SC.4.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE	4.RL.LCS	Analyze and provide evidence of how the author’s choice of point of view,

DESCRIPTOR / STANDARD	.11.	perspective, or purpose shapes content, meaning, and style.
GRADE LEVEL EXAMPLE / STAGE	4.RL.LCS .11.1.	Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning. <u>BookTaco</u> <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
GRADE LEVEL EXAMPLE / STAGE	4.RL.LCS .11.2.	Students are expected to build upon and continue applying concepts learned previously. <u>BookTaco</u> <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STANDARD / COURSE	SC.4.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	4.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	4.RL.LCS .12.1.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. <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. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
GRADE LEVEL EXAMPLE / STAGE	4.RL.LCS .12.2.	Determine characteristics of crafted text structures and describe why an author uses these structure. <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. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
STANDARD / COURSE	SC.4.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	4.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	4.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding. <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.
GRADE LEVEL EXAMPLE / STAGE	4.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u>

		<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>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</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>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>Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p>
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STANDARD / COURSE	SC.4.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	4.RI.MC. 5.	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.
GRADE LEVEL EXAMPLE / STAGE	4.RI.MC. 5.1.	<p>Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</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>

STANDARD / COURSE	SC.4.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	4.RI.MC. 6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	4.RI.MC. 6.1.	<p>Summarize multi-paragraph texts using key details to support the central idea.</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 3-2-1 Fun</p>

		<p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report</p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Paragraph Writing Prompts</p> <p>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>
STANDARD / COURSE	SC.4.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	4.RI.LCS. 8.	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	4.RI.LCS. 8.2.	<p>Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.</p> <p>BookTaco</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>
STANDARD / COURSE	SC.4.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	4.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	4.RI.LCS. 9.1.	<p>Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>BookTaco</p> <p>Definition Matching</p> <p>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p>Nonfiction Book Report</p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence</p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Sentence Completion</p> <p>Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p>Vocabulary Test</p> <p>Final assessment module featuring multiple choice environment.</p> <p>Word Introduction</p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble</p> <p>Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p>Word Ladder</p> <p>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
GRADE LEVEL EXAMPLE / STAGE	4.RI.LCS. 9.5.	<p>Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>BookTaco</p> <p>Definition Matching</p> <p>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p>Nonfiction Book Report</p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence</p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>

STANDARD / COURSE	SC.4.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	4.RI.LCS.11.	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
GRADE LEVEL EXAMPLE / STAGE	4.RI.LCS.11.2.	<p>Explain how an author uses reasons and evidence to support particular points.</p> <p><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.</p>
STANDARD / COURSE	SC.4.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	4.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	4.RI.RC.12.1.	<p>Engage in whole and small group reading with purpose and understanding.</p> <p><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.</p>
GRADE LEVEL EXAMPLE / STAGE	4.RI.RC.12.3.	<p>Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p><u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>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. <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p>
STANDARD / COURSE	SC.4.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	4.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL	4.W.L.4.1	When writing:

EXAMPLE / STAGE	.	
INDICATOR	4.W.L.4.1 .h.	Use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STANDARD / COURSE	SC.4.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	4.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	4.W.L.5.4 .	Use spelling patterns and generalizations. <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STANDARD / COURSE	SC.4.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	4.C.MC.1 .	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	4.C.MC.1 .1.	Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints. <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.
GRADE LEVEL EXAMPLE / STAGE	4.C.MC.1 .2.	Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue. <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.
GRADE LEVEL EXAMPLE / STAGE	4.C.MC.1 .3.	Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way. <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.
GRADE LEVEL EXAMPLE / STAGE	4.C.MC.1 .4.	Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts. <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.
GRADE LEVEL EXAMPLE / STAGE	4.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges. <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.
STANDARD / COURSE	SC.4.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	4.C.MC.3 .	Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
GRADE LEVEL EXAMPLE / STAGE	4.C.MC.3 .2.	Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. <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.
STANDARD / COURSE	SC.4.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.C.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	4.C.LCS. 4.	Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.
GRADE LEVEL EXAMPLE / STAGE	4.C.LCS. 4.3.	Identify how and why the speaker:
INDICATOR	4.C.LCS. 4.3.a.	Uses intonation and word stress. <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.
INDICATOR	4.C.LCS. 4.3.d.	Determines word choice. <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.
INDICATOR	4.C.LCS. 4.3.e.	Incorporates figurative language and literary devices. <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.
STANDARD / COURSE	SC.4.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	4.C.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	4.C.LCS. 5.	Incorporate craft techniques to engage and impact audience and convey messages.
GRADE LEVEL EXAMPLE / STAGE	4.C.LCS. 5.1.	<p>Set a purpose and integrate craft techniques to create presentations.</p> <p><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.</p>