

**Main Criteria:** Texas Essential Knowledge and Skills (TEKS)

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 12

**Correlation Options:** Show Correlated

**Texas Essential Knowledge and Skills (TEKS)**

**Language Arts**

**Grade: 12 - Adopted: 2010**

<b>TEKS</b>	<b>TX.110.31</b>	<b>English Language Arts and Reading, English I (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EI.1)</b>	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EI.1 (A)</b>	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.  <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.
<b>GRADE LEVEL EXPECTATION</b>	<b>EI.1 (B)</b>	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
<b>GRADE LEVEL EXPECTATION</b>	<b>EI.1 (E)</b>	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.  <u>BookTaco</u> <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>TEKS</b>	<b>TX.110.31</b>	<b>English Language Arts and Reading, English I (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EI.5)</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EI.5 (A)</b>	Analyze non-linear plot development (e.g., flashbacks, foreshadowing, subplots, parallel plot structures) and compare it to linear plot development.  <u>BookTaco</u> <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
<b>GRADE LEVEL EXPECTATION</b>	<b>EI.5 (B)</b>	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  <u>BookTaco</u> <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and

		<p>events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b>          Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b>          Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b>          Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b>          Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b>          The describe the characters, setting, beginning, middle and end of the story.</p>
<b>GRADE LEVEL EXPECTATION</b>	EI.5 (C)	<p>Analyze the way in which a work of fiction is shaped by the narrator's point of view.</p> <p><b>BookTaco</b>  <b>Point Of View!</b>          Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
<b>STUDENT EXPECTATION</b>	(EI.8)	<p>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</p> <p><b>BookTaco</b>  <b>Nonfiction 3-2-1 Fun</b>          Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b>          Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b>          Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>TEKS</b>	<b>TX.110.31</b>	<b>English Language Arts and Reading, English I (One Credit)</b>
<b>STUDENT EXPECTATION</b>	(EI.9)	<p>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>
<b>GRADE LEVEL EXPECTATION</b>	EI.9 (A)	<p>Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.</p> <p><b>BookTaco</b>  <b>Nonfiction Book Report</b>          Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b>          Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>GRADE LEVEL EXPECTATION</b>	EI.9 (C)	<p>Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.</p> <p><b>BookTaco</b>  <b>Book Notes</b>          Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b>          Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b>          Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p>

		<p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
GRADE LEVEL EXPECTATION	EI.9 (D)	<p>Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
TEKS	TX.110.31	English Language Arts and Reading, English I (One Credit)
STUDENT EXPECTATION	(EI.11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	EI.11 (B)	<p>Analyze factual, quantitative, or technical data presented in multiple graphical sources.</p> <p><b>BookTaco</b> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
TEKS	TX.110.31	English Language Arts and Reading, English I (One Credit)
STUDENT EXPECTATION	(EI.12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
GRADE LEVEL EXPECTATION	EI.12 (D)	<p>Evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
TEKS	TX.110.31	English Language Arts and Reading, English I (One Credit)
STUDENT EXPECTATION	(EI.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
GRADE LEVEL EXPECTATION	EI.13 (B)	<p>Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p>
TEKS	TX.110.31	English Language Arts and Reading, English I (One Credit)
STUDENT EXPECTATION	(EI.15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
GRADE LEVEL EXPECTATION	EI.15 (C)	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
INDICATOR	EI.15 (C)	Extends beyond a summary and literal analysis

	(i)	<p><a href="#">BookTaco</a>  <a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EI.15 (C) (ii)	<p>Addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations</p> <p><a href="#">BookTaco</a>  <a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EI.15 (C) (iii)	<p>Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</p> <p><a href="#">BookTaco</a>  <a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
STUDENT EXPECTATION	(EI.19)	<p>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> <p><a href="#">BookTaco</a>  <a href="#">Hear It Say It Write It</a>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><a href="#">Word Ladder</a>  Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
TEKS	TX.110.31	English Language Arts and Reading, English I (One Credit)
STUDENT EXPECTATION	(EI.21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
GRADE LEVEL EXPECTATION	EI.21 (B)	<p>Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
TEKS	TX.110.31	English Language Arts and Reading, English I (One Credit)
STUDENT EXPECTATION	(EI.22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
GRADE LEVEL EXPECTATION	EI.22 (B)	Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining

		<p>their authority and objectivity.</p> <p><u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
<b>TEKS</b>	<b>TX.110.31</b>	<b>English Language Arts and Reading, English I (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EI.23)</b>	<b>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EI.23 (B)</b>	<p>Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.</p> <p><u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
<b>STUDENT EXPECTATION</b>	<b>(EI.25)</b>	<p>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</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>
<b>TEKS</b>	<b>TX.110.30 (b)</b>	<b>Figure 19 TAC, Reading/Comprehension Skills English I</b>
<b>STUDENT EXPECTATION</b>	<b>(110.31)</b>	<b>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.31 (A)</b>	<p>Reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images).</p> <p><u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><u>Book Quiz</u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a</p>

		<p>book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Reading Log</b> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<p><b>GRADE LEVEL EXPECTATION</b></p>	<p>110.31 (B)</p>	<p>Make complex inferences about text and use textual evidence to support understanding.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>

<b>TEKS</b>	<b>TX.110.32</b>	<b>English Language Arts and Reading, English II (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EII.1)</b>	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.1 (A)</b>	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.  <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.
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.1 (B)</b>	Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.1 (C)</b>	Infer word meaning through the identification and analysis of analogies and other word relationships.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <u>Vocabulary Test</u> Final assessment module featuring multiple choice environment. <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.
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.1 (E)</b>	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.  <u>BookTaco</u> <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>TEKS</b>	<b>TX.110.32</b>	<b>English Language Arts and Reading, English II (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EII.2)</b>	<b>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.2 (A)</b>	Compare and contrast differences in similar themes expressed in different time periods.  <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.
<b>TEKS</b>	<b>TX.110.32</b>	<b>English Language Arts and Reading, English II (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EII.5)</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>

GRADE LEVEL EXPECTATION	EII.5 (A)	Analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction.  <u>BookTaco</u> <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.
GRADE LEVEL EXPECTATION	EII.5 (B)	Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures.  <u>BookTaco</u> <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
STUDENT EXPECTATION	(EII.8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.  <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.
TEKS	TX.110.32	English Language Arts and Reading, English II (One Credit)
STUDENT EXPECTATION	(EII.9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	EII.9 (A)	Summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique.  <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.
GRADE LEVEL	EII.9 (B)	Distinguish among different kinds of evidence (e.g., logical, empirical,



EXPECTATION		<p>anecdotal) used to support conclusions and arguments in texts.</p> <p><u>BookTaco</u>  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
GRADE LEVEL EXPECTATION	EII.9 (D)	<p>Synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.</p> <p><u>BookTaco</u>  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
TEKS	TX.110.32	English Language Arts and Reading, English II (One Credit)
STUDENT EXPECTATION	(EII.11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	EII.11 (A)	<p>Evaluate text for the clarity of its graphics and its visual appeal.</p> <p><u>BookTaco</u>  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
GRADE LEVEL EXPECTATION	EII.11 (B)	<p>Synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).</p> <p><u>BookTaco</u>  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
TEKS	TX.110.32	English Language Arts and Reading, English II (One Credit)
STUDENT EXPECTATION	(EII.12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
GRADE LEVEL EXPECTATION	EII.12 (D)	<p>Evaluate changes in formality and tone within the same medium for specific audiences and purposes.</p> <p><u>BookTaco</u>  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
TEKS	TX.110.32	English Language Arts and Reading, English II (One Credit)
STUDENT EXPECTATION	(EII.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
GRADE LEVEL EXPECTATION	EII.13 (B)	<p>Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning.</p> <p><u>BookTaco</u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and</p>

		game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <a href="#">Nonfiction 3-2-1 Fun</a> Nonfiction graphic organizer helps students organize their understanding of a book or text.
<b>TEKS</b>	<b>TX.110.32</b>	<b>English Language Arts and Reading, English II (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EII.15)</b>	<b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.15 (C)</b>	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
<b>INDICATOR</b>	<b>EII.15 (C) (i)</b>	Extends beyond a summary and literal analysis  <a href="#">BookTaco</a> <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<b>INDICATOR</b>	<b>EII.15 (C) (ii)</b>	Addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations  <a href="#">BookTaco</a> <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<b>INDICATOR</b>	<b>EII.15 (C) (iii)</b>	Analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices  <a href="#">BookTaco</a> <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<b>STUDENT EXPECTATION</b>	<b>(EII.19)</b>	<b>Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.  <a href="#">BookTaco</a> <a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive. <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage. <a href="#">Word Jumble</a> Active and fun learning medium promoting language acquisition through contextual and visual experience. <a href="#">Word Ladder</a> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
<b>TEKS</b>	<b>TX.110.32</b>	<b>English Language Arts and Reading, English II (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EII.21)</b>	<b>Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.21 (B)</b>	Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).

		<a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
<b>TEKS</b>	<b>TX.110.32</b>	<b>English Language Arts and Reading, English II (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EII.22)</b>	<b>Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.22 (B)</b>	Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.  <a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
<b>TEKS</b>	<b>TX.110.32</b>	<b>English Language Arts and Reading, English II (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EII.23)</b>	<b>Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:
<b>GRADE LEVEL EXPECTATION</b>	<b>EII.23 (B)</b>	Provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view.  <a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
<b>STUDENT EXPECTATION</b>	<b>(EII.25)</b>	<b>Listening and Speaking/Speaking.</b> Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>TEKS</b>	<b>TX.110.30 (b)</b>	<b>Figure 19 TAC, Reading/Comprehension Skills English II</b>
<b>STUDENT EXPECTATION</b>	<b>(110.32)</b>	<b>Reading/Comprehension Skills.</b> Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
<b>GRADE LEVEL EXPECTATION</b>	<b>110.32 (A)</b>	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).  <a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <a href="#">Book Quiz</a> 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. <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.

**Book Talk**

Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.

**Chapter Notes**

One page chapter notes organizer helps students organize characters and events for each chapter read.

**Compare & Contrast Characters**

Template and word bank for the analysis of two characters' similarities and differences.

**Draw It!**

Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.

**Nonfiction 3-2-1 Fun**

Nonfiction graphic organizer helps students organize their understanding of a book or text.

**Nonfiction Book Report**

Great activity to get your students reading for information allowing for assessment of understanding and comprehension.

**Nonfiction Text Features**

Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.

**Paragraph Writing Prompts**

Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.

**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.

**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.

**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.

GRADE LEVEL EXPECTATION

110.32 (B)

Make complex inferences about text and use textual evidence to support understanding.

**BookTaco**

**Book Notes**

Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.

**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.

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Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.

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**Nonfiction Book Report**

Great activity to get your students reading for information allowing for assessment of understanding and comprehension.

**Paragraph Writing Prompts**

		<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> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>TEKS</b>	<b>TX.110.33</b>	<b>English Language Arts and Reading, English III (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EIII.1)</b>	<b>Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.1 (A)</b>	<p>Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><b>BookTaco</b> <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.1 (B)</b>	<p>Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p> <p><b>BookTaco</b> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.1 (C)</b>	<p>Infer word meaning through the identification and analysis of analogies and other word relationships.</p> <p><b>BookTaco</b> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Vocabulary Test</b> Final assessment module featuring multiple choice environment.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.1 (E)</b>	<p>Use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> <p><b>BookTaco</b></p>

		<p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>TEKS</b>	<b>TX.110.33</b>	<b>English Language Arts and Reading, English III (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EIII.2)</b>	<b>Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.2 (A)</b>	<p>Analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition.</p> <p><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.</p>
<b>TEKS</b>	<b>TX.110.33</b>	<b>English Language Arts and Reading, English III (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EIII.5)</b>	<b>Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.5 (A)</b>	<p>Evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction.</p> <p><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.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.5 (B)</b>	<p>Analyze the internal and external development of characters through a range of literary devices.</p> <p><u>BookTaco</u> <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.5 (C)</b>	<p>Analyze the impact of narration when the narrator's point of view shifts from one character to another.</p> <p><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.</p>
<b>TEKS</b>	<b>TX.110.33</b>	<b>English Language Arts and Reading, English III (One Credit)</b>
<b>STUDENT EXPECTATION</b>	<b>(EIII.9)</b>	<b>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>EIII.9 (A)</b>	<p>Summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion.</p> <p><u>BookTaco</u> <u>Book Talk</u></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><a href="#">Nonfiction Book Report</a></p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a></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>
GRADE LEVEL EXPECTATION	EIII.9 (B)	<p>Distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Nonfiction 3-2-1 Fun</a></p> <p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a></p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a></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>
TEKS	TX.110.33	English Language Arts and Reading, English III (One Credit)
STUDENT EXPECTATION	(EIII.11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
GRADE LEVEL EXPECTATION	EIII.11 (B)	<p>Translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
TEKS	TX.110.33	English Language Arts and Reading, English III (One Credit)
STUDENT EXPECTATION	(EIII.12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
GRADE LEVEL EXPECTATION	EIII.12 (D)	<p>Evaluate changes in formality and tone across various media for different audiences and purposes.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Talk</a></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>
TEKS	TX.110.33	English Language Arts and Reading, English III (One Credit)
STUDENT EXPECTATION	(EIII.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
GRADE LEVEL EXPECTATION	EIII.13 (B)	<p>Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Notes</a></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 ready for review and assessment.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a></p> <p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p>
TEKS	TX.110.33	English Language Arts and Reading, English III (One Credit)
STUDENT EXPECTATION	(EIII.15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to

		specific audiences for specific purposes. Students are expected to:
GRADE LEVEL EXPECTATION	EIII.15 (C)	Write an interpretation of an expository or a literary text that:
INDICATOR	EIII.15 (C) (i)	<p>Advances a clear thesis statement</p> <p><a href="#">BookTaco</a> <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIII.15 (C) (ii)	<p>Addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text</p> <p><a href="#">BookTaco</a> <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIII.15 (C) (iii)	<p>Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</p> <p><a href="#">BookTaco</a> <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIII.15 (C) (iv)	<p>Identifies and analyzes the ambiguities, nuances, and complexities within the text</p> <p><a href="#">BookTaco</a> <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIII.15 (C) (v)	<p>Anticipates and responds to readers' questions or contradictory information</p> <p><a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read. <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p>



		<p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
STUDENT EXPECTATION	(EIII.19)	<p>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> <p><b>BookTaco</b> <b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
TEKS	TX.110.33	English Language Arts and Reading, English III (One Credit)
STUDENT EXPECTATION	(EIII.21)	<p>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>
GRADE LEVEL EXPECTATION	EIII.21 (B)	<p>Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
TEKS	TX.110.33	English Language Arts and Reading, English III (One Credit)
STUDENT EXPECTATION	(EIII.23)	<p>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p>
GRADE LEVEL EXPECTATION	EIII.23 (A)	<p>Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
GRADE LEVEL EXPECTATION	EIII.23 (E)	<p>Is of sufficient length and complexity to address the topic.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
TEKS	TX.110.33	English Language Arts and Reading, English III (One Credit)
STUDENT EXPECTATION	(EIII.24)	<p>Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>
GRADE LEVEL	EIII.24	Evaluate the clarity and coherence of a speaker's message and critique the

EXPECTATION	(B)	<p>impact of a speaker's diction and syntax on an audience.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
STUDENT EXPECTATION	(EIII.25)	<p>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
TEKS	TX.110.30 (b)	Figure 19 TAC, Reading/Comprehension Skills English III
STUDENT EXPECTATION	(110.33)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.33 (A)	<p>Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Quiz</a>  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.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Chapter Notes</a>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <a href="#">Compare &amp; Contrast Characters</a>  Template and word bank for the analysis of two characters' similarities and differences.  <a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Nonfiction Text Features</a>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <a href="#">Plot Diagram</a>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.  <a href="#">Point Of View!</a>  Assess the level of a student's thinking about the reading and their ability to</p>

		<p>support conclusions with text-based evidence.</p> <p><a href="#">Reading Log</a> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> <p><a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.33 (B)	<p>Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> <p><a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#">Book Quiz</a> 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><a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Plot Diagram</a> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.</p>
TEKS	TX.110.34.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.1)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	EIV.1 (A)	<p>Determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.</p> <p><a href="#">BookTaco</a> <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>

GRADE LEVEL EXPECTATION	EIV.1 (B)	<p>Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.</p> <p><u>BookTaco</u>  <b>Definition Matching</b>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.  <b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.  <b>Sentence Completion</b>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.  <b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.  <b>Word Jumble</b>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
GRADE LEVEL EXPECTATION	EIV.1 (C)	<p>Use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation).</p> <p><u>BookTaco</u>  <b>Definition Matching</b>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.  <b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.</p>
GRADE LEVEL EXPECTATION	EIV.1 (E)	<p>Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> <p><u>BookTaco</u>  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
TEKS	TX.110.34.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	EIV.5 (A)	<p>Analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction.</p> <p><u>BookTaco</u>  <b>Book Review</b>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <b>Plot Diagram</b>  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>
GRADE LEVEL EXPECTATION	EIV.5 (B)	<p>Analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters.</p> <p><u>BookTaco</u>  <b>Book Review</b>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and</p>

		<p>the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
STUDENT EXPECTATION	(EIV.7)	<p>Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</p> <p><b>BookTaco</b> <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
STUDENT EXPECTATION	(EIV.8)	<p>Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
TEKS	TX.110.34.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.9)	<p>Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p>
GRADE LEVEL EXPECTATION	EIV.9 (A)	<p>Summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
GRADE LEVEL EXPECTATION	EIV.9 (D)	<p>Synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
TEKS	TX.110.34.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.11)	<p>Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>

GRADE LEVEL EXPECTATION	EIV.11 (B)	Evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.  <u>BookTaco</u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
TEKS	TX.110.3 4.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
GRADE LEVEL EXPECTATION	EIV.12 (D)	Evaluate changes in formality and tone across various media for different audiences and purposes.  <u>BookTaco</u> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
TEKS	TX.110.3 4.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
GRADE LEVEL EXPECTATION	EIV.13 (B)	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.  <u>BookTaco</u> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.
TEKS	TX.110.3 4.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
GRADE LEVEL EXPECTATION	EIV.15 (A)	Write an analytical essay of sufficient length that includes:
INDICATOR	EIV.15 (A) (vii)	An analysis of views and information that contradict the thesis statement and the evidence presented for it  <u>BookTaco</u> <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
TEKS	TX.110.3 4.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
GRADE LEVEL EXPECTATION	EIV.15 (C)	Write an interpretation of an expository or a literary text that:
INDICATOR	EIV.15 (C) (i)	Advances a clear thesis statement  <u>BookTaco</u> <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.

		<p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIV.15 (C) (ii)	<p>Addresses the writing skills for an analytical essay including references to and commentary on quotations from the text</p> <p><b>BookTaco</b> <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIV.15 (C) (iii)	<p>Analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices</p> <p><b>BookTaco</b> <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIV.15 (C) (iv)	<p>Identifies and analyzes ambiguities, nuances, and complexities within the text</p> <p><b>BookTaco</b> <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
INDICATOR	EIV.15 (C) (v)	<p>Anticipates and responds to readers' questions and contradictory information</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by</p>

		challenging students to identify main ideas, themes, and key details.
STUDENT EXPECTATION	(EIV.19)	<p>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> <p><u>BookTaco</u>  <u>Hear It Say It Write It</u>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><u>Word Introduction</u>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><u>Word Jumble</u>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><u>Word Ladder</u>  Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
TEKS	TX.110.3 4.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.21)	<p>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p>
GRADE LEVEL EXPECTATION	EIV.21 (B)	<p>Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences.</p> <p><u>BookTaco</u>  <u>Book Notes</u>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
TEKS	TX.110.3 4.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.23)	<p>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p>
GRADE LEVEL EXPECTATION	EIV.23 (A)	<p>Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.</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 EXPECTATION	EIV.23 (B)	<p>Uses a variety of formats and rhetorical strategies to argue for the thesis.</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 EXPECTATION	EIV.23 (E)	<p>Is of sufficient length and complexity to address the topic.</p> <p><u>BookTaco</u>  <u>Book Notes</u>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
TEKS	TX.110.3 4.	English Language Arts and Reading, English IV (One Credit)
STUDENT EXPECTATION	(EIV.24)	<p>Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>
GRADE LEVEL EXPECTATION	EIV.24 (B)	<p>Assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.</p> <p><u>BookTaco</u>  <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.
STUDENT EXPECTATION	(EIV.25)	<p>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p><a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
TEKS	TX.110.30 (b)	Figure 19 TAC, Reading/Comprehension Skills English IV
STUDENT EXPECTATION	(110.34)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	110.34 (A)	<p>Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).</p> <p><a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <a href="#">Book Quiz</a> 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. <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read. <a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences. <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction 3-2-1 Fun</a> Nonfiction graphic organizer helps students organize their understanding of a book or text. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <a href="#">Plot Diagram</a> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <a href="#">Reading Log</a> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real</p>

		<p>time with our online reading stopwatch.</p> <p><a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.34 (B)	<p>Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</p> <p><a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#">Book Quiz</a> 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><a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Plot Diagram</a> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.</p>

Grade: 12 - Adopted: 2011

TEKS	TX.110.4 6.	Independent Study in English (One-Half to One Credit).
STUDENT EXPECTATION	(110.46.1 )	The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.46.1 (A)	<p>Read widely for further study.</p> <p><a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#">Book Quiz</a> 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><a href="#">Book Review</a></p>

		<p>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Reading Log</b> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>TEKS</b>	<b>TX.110.4 6.</b>	<b>Independent Study in English (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.46.2 )</b>	<b>The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.46.2 (D)</b>	<p>Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
<b>TEKS</b>	<b>TX.110.4 7.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.47.1 )</b>	<b>The student uses a variety of word recognition strategies. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.47.1 (A)</b>	<p>Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through</p>

		contextual and visual experience.
GRADE LEVEL EXPECTATION	110.47.1 (B)	<p>Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words.</p> <p><u>BookTaco</u>  <b>Definition Matching</b>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Hear It Say It Write It</b>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b>  Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
TEKS	TX.110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	(110.47.2)	The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.2 (A)	<p>Expand vocabulary by reading, viewing, listening, and discussing.</p> <p><u>BookTaco</u>  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Story Mapping</b>  The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.47.2 (B)	<p>Determine word meanings through the study of their relationships to other words and concepts such as content, synonyms, antonyms, and analogies.</p> <p><u>BookTaco</u>  <b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.</p>
GRADE LEVEL EXPECTATION	110.47.2 (C)	<p>Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations.</p> <p><u>BookTaco</u>  <b>Definition Matching</b>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
GRADE LEVEL EXPECTATION	110.47.2 (E)	Use available reference guides such as dictionary, glossary, thesaurus, and available technology to determine or confirm the meanings of new words and

		<p>phrases.</p> <p><u>BookTaco</u>  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>TEKS</b>	<b>TX.110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.47.3)</b>	<b>The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.47.3 (D)</b>	<p>Read to gain content/background knowledge as well as insight about oneself, others, or the world.</p> <p><u>BookTaco</u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <b>Book Quiz</b>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.  <b>Book Review</b>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.  <b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.  <b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.  <b>Reading Log</b>  Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.  <b>Retell The Story</b>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.  <b>Story Mapping</b>  The describe the characters, setting, beginning, middle and end of the story.</p>
<b>TEKS</b>	<b>TX.110.47.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.47.4)</b>	<b>The student comprehends texts using effective strategies. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.47.4 (D)</b>	<p>Summarize texts by identifying main ideas and relevant details.</p> <p><u>BookTaco</u></p>

		<p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>GRADE LEVEL EXPECTATION</b>	110.47.4 (F)	<p>Use study skills such as previewing, highlighting, annotating, note taking, and outlining.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p>
<b>TEKS</b>	TX.110.47.	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	(110.47.5)	<b>The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	110.47.5 (B)	<p>Identify explicit and implicit meanings of texts.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>

		<p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Reading Log</b> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.47.5 (C)	<p>Support inferences with text evidence and experience.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
GRADE LEVEL EXPECTATION	110.47.5 (D)	<p>Analyze text to draw conclusions, state generalizations, and make predictions supported by text evidence.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
TEKS	TX.110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	(110.47.6)	The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.6 (A)	<p>Identify and analyze the audience, purpose, and message of the text.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b></p>

		<p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.47.6 (C)	<p>Analyze the presentation of information and the strength of quality of the evidence used by the author.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
TEKS	TX.110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	(110.47.7)	The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.7 (A)	<p>Read silently or orally such as paired reading or literature circles for sustained periods of time.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>



GRADE LEVEL EXPECTATION	110.47.7 (B)	<p>Adjust reading rate based on purposes for reading.</p> <p><a href="#">BookTaco</a>  <a href="#">Reading Log</a>  Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p>
TEKS	TX.110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	(110.47.8)	The student formulates and supports responses to a wide variety of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.8 (A)	<p>Respond actively to texts in both aesthetic and critical ways.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Chapter Notes</a>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <a href="#">Point Of View!</a>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.  <a href="#">Retell The Story</a>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
GRADE LEVEL EXPECTATION	110.47.8 (B)	<p>Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Chapter Notes</a>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Nonfiction Text Features</a>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <a href="#">Point Of View!</a></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><a href="#">Retell The Story</a></p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
GRADE LEVEL EXPECTATION	110.47.8 (D)	<p>Support responses with explicit textual information.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Chapter Notes</a></p> <p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a></p> <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a></p> <p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a></p> <p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a></p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a></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> <p><a href="#">Plot Diagram</a></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><a href="#">Point Of View!</a></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><a href="#">Retell The Story</a></p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a></p> <p>The describe the characters, setting, beginning, middle and end of the story.</p>
TEKS	TX.110.47.	Reading I, II, III (One-Half to Three Credits).
STUDENT EXPECTATION	(110.47.9)	The student reads and responds to informational texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.47.9 (B)	<p>Use text features and graphics to form an overview to determine where to locate information.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
GRADE LEVEL EXPECTATION	110.47.9 (D)	<p>Organize and record new information in systematic ways such as outlines, charts, and graphic organizers.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Nonfiction 3-2-1 Fun</a></p> <p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
GRADE LEVEL EXPECTATION	110.47.9 (E)	<p>Communicate information gained from reading.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Notes</a></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 ready for review and assessment.</p> <p><a href="#">Book Review</a></p> <p>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a></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><a href="#">Nonfiction Book Report</a></p>

		Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<b>TEKS</b>	<b>TX.110.4 7.</b>	<b>Reading I, II, III (One-Half to Three Credits).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.47.1 0)</b>	<b>The student reads to increase knowledge of one's own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.47.10 (A)</b>	Compare text events with personal and other readers' experiences.  <b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
<b>TEKS</b>	<b>TX.110.4 8.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.48.1 )</b>	<b>The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.48.1 (A)</b>	Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media.  <b>BookTaco</b> <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>TEKS</b>	<b>TX.110.4 8.</b>	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.48.2 )</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.48.2 (A)</b>	Expand vocabulary through wide reading, viewing, listening, and discussion.  <b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.
<b>GRADE LEVEL</b>	<b>110.48.2</b>	<b>Distinguish between the connotative and denotative meanings and interpret</b>

EXPECTATION	(D)	<p>the connotative power of words.</p> <p><u>BookTaco</u>  <b>Definition Matching</b>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
GRADE LEVEL EXPECTATION	110.48.2 (E)	<p>Use reference material to determine precise meaning and usage such as glossary, dictionary, thesaurus, and available technology.</p> <p><u>BookTaco</u>  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
GRADE LEVEL EXPECTATION	110.48.2 (F)	<p>Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.</p> <p><u>BookTaco</u>  <b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.  <b>Sentence Completion</b>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.  <b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.  <b>Word Jumble</b>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
TEKS	TX.110.4 8.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	(110.48.3 )	The student comprehends texts using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.3 (A)	<p>Use self-monitoring reading strategies to make modifications when understanding breaks down.</p> <p><u>BookTaco</u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <b>Book Quiz</b>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.  <b>Book Review</b>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.  <b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the</p>

		<p>exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Reading Log</b> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.48.3 (C)	<p>Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems.</p> <p><b>BookTaco</b> <b>Reading Log</b> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p>
GRADE LEVEL EXPECTATION	110.48.3 (E)	<p>Create graphic organizers to represent textual information.</p> <p><b>BookTaco</b> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
TEKS	TX.110.4 8.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	(110.48.4 )	The student reads critically to evaluate texts and the authority of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.4 (D)	<p>Analyze aspects of texts such as organizational patterns, diction, format, and tone for their effect on audiences.</p> <p><b>BookTaco</b> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.48.4 (E)	<p>Identify explicit and implicit textual information in text.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their</p>

		<p>favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>GRADE LEVEL EXPECTATION</b>	110.48.4 (F)	<p>Support complex inferences with text evidence and experience.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>TEKS</b>	TX.110.4 8.	<b>College Readiness and Study Skills (One-Half Credit).</b>
<b>STUDENT EXPECTATION</b>	(110.48.5 )	<b>The student uses study strategies to learn from a variety of texts. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.48.5 (B)	<p>Summarize information from text such as outlines, study guides, annotating, and two-columned note taking.</p> <p><u>BookTaco</u>  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
GRADE LEVEL EXPECTATION	110.48.5 (C)	<p>Use text features and graphics such as headings, tables, sidebars, photographs, and captions to form an overview of informational texts and to determine where to locate information.</p> <p><u>BookTaco</u>  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
TEKS	TX.110.4 8.	College Readiness and Study Skills (One-Half Credit).
STUDENT EXPECTATION	(110.48.6 )	The student expresses and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.48.6 (A)	<p>Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts.</p> <p><u>BookTaco</u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <b>Book Review</b>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.  <b>Retell The Story</b>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
GRADE LEVEL EXPECTATION	110.48.6 (C)	<p>Evaluate personal responses to reading for evidence of growth.</p> <p><u>BookTaco</u>  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.  <b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b></p>

		<p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>TEKS</b>	<b>TX.110.51</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.51.1)</b>	<b>The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.1 (A)</b>	<p>Expand vocabulary through wide reading, listening, and discussion.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.1 (C)</b>	<p>Discriminate between connotative and denotative meanings and interpret the connotative power of words.</p> <p><b>BookTaco</b> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
<b>TEKS</b>	<b>TX.110.51</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.51.2)</b>	<b>The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.2 (A)</b>	<p>Compare and contrast varying aspects of texts such as themes, conflicts, and allusions.</p> <p><b>BookTaco</b> <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.2 (B)</b>	<p>Propose and provide examples of themes that cross texts.</p> <p><b>BookTaco</b> <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.2 (C)</b>	<p>Connect literature to historical context, current events, and his/her own experiences.</p> <p><b>BookTaco</b></p>



		<p><b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p>
GRADE LEVEL EXPECTATION	110.51.2 (D)	<p>Analyze relevance of setting and time frame to text's meaning.</p> <p><b>BookTaco</b> <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.51.2 (E)	<p>Identify basic conflicts.</p> <p><b>BookTaco</b> <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
GRADE LEVEL EXPECTATION	110.51.2 (F)	<p>Describe the development of plot and how conflicts are addressed and resolved.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
GRADE LEVEL EXPECTATION	110.51.2 (G)	<p>Analyze characters' traits, motivations, changes, and stereotypical features.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL EXPECTATION	110.51.2 (J)	<p>Identify and analyze text structures.</p> <p><b>BookTaco</b> <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
GRADE LEVEL	110.51.2	Tell how points of view affect tone, characterization, and credibility.

EXPECTATION	(N)	<u>BookTaco</u> <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
<b>TEKS</b>	<b>TX.110.51</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.51.3)</b>	<b>The student reads critically to evaluate texts and the authority of sources. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.3 (A)</b>	Analyze the characteristics of well-constructed texts.  <u>BookTaco</u> <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.3 (C)</b>	Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.  <u>BookTaco</u> <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.
<b>TEKS</b>	<b>TX.110.51</b>	<b>Literary Genres (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.51.4)</b>	<b>The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.51.4 (A)</b>	Compare text events with personal and other readers' experiences.  <u>BookTaco</u> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
<b>TEKS</b>	<b>TX.110.52</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.52.1)</b>	<b>The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.52.1 (F)</b>	Use word choice, sentence structure, and repetition to create tone.  <u>BookTaco</u> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.
<b>TEKS</b>	<b>TX.110.52</b>	<b>Creative Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.52.3)</b>	<b>The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.52.3 (B)</b>	Spell with accuracy in the final draft.  <u>BookTaco</u> <b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b>

		Active and fun learning medium promoting language acquisition through contextual and visual experience. <b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
<b>TEKS</b>	<b>TX.110.53</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.53.2)</b>	<b>The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.53.2 (C)</b>	Use sentence structure, organization, and rhetorical devices appropriate to audience and purpose.  <b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.
<b>TEKS</b>	<b>TX.110.53</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.53.3)</b>	<b>The student writes to investigate self-selected and assigned topics. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.53.3 (B)</b>	Organize all types of information from multiple sources, including primary and secondary resources, using available technology such as audio, video, print, non-print, graphics, maps, and charts.  <b>BookTaco</b> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>TEKS</b>	<b>TX.110.53</b>	<b>Research and Technical Writing (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.53.4)</b>	<b>The student applies the conventions of usage and mechanics of written English. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.53.4 (B)</b>	Use correct spelling in the final draft.  <b>BookTaco</b> <b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience. <b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
<b>TEKS</b>	<b>TX.110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.54.1)</b>	<b>The student uses the conventions and mechanics of written English to communicate clearly. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.54.1 (B)</b>	Use correct spelling.  <b>BookTaco</b> <b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience. <b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
<b>TEKS</b>	<b>TX.110.54.</b>	<b>Practical Writing Skills (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.54.3)</b>	<b>The student reads and writes for a variety of audiences and purposes. The student is expected to:</b>

GRADE LEVEL EXPECTATION	110.54.3 (A)	<p>Read a variety of informational text.</p> <p><u>BookTaco</u>  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
GRADE LEVEL EXPECTATION	110.54.3 (C)	<p>Practice effective, efficient note taking.</p> <p><u>BookTaco</u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p>
TEKS	TX.110.54.	<b>Practical Writing Skills (One-Half to One Credit).</b>
STUDENT EXPECTATION	(110.54.5)	The student analyzes informational text. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.5 (B)	<p>Identify explicit and implicit textual information, including main ideas and author's purpose.</p> <p><u>BookTaco</u>  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
GRADE LEVEL EXPECTATION	110.54.5 (H)	<p>Analyze insights gained from text to text, text to self, and text to world.</p> <p><u>BookTaco</u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
TEKS	TX.110.54.	<b>Practical Writing Skills (One-Half to One Credit).</b>
STUDENT EXPECTATION	(110.54.6)	The student understands new vocabulary and concepts and uses them accurately in reading, speaking, and writing. The student is expected to:
GRADE LEVEL EXPECTATION	110.54.6 (B)	<p>Use reference guides to confirm the meanings of new words and concepts.</p> <p><u>BookTaco</u>  <b>Nonfiction Text Features</b>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
TEKS	TX.110.57.	<b>Public Speaking I, II, III (One-Half to One Credit).</b>
STUDENT EXPECTATION	(110.57.3)	Invention. The student plans speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.3 (A)	<p>Identify and analyze the audience and occasion as a basis for choosing speech strategies.</p> <p><u>BookTaco</u>  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
GRADE LEVEL	110.57.3	Select and limit topics for speeches considering his/her own interests,

EXPECTATION	(B)	timeliness, and the importance of the topic.  <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.
TEKS	TX.110.57	Public Speaking I, II, III (One-Half to One Credit).
STUDENT EXPECTATION	(110.57.4)	Organization. The student organizes speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.4 (B)	Organize speeches effectively for specific topics, purposes, audiences, and occasions.  <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.
TEKS	TX.110.57	Public Speaking I, II, III (One-Half to One Credit).
STUDENT EXPECTATION	(110.57.5)	Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.5 (A)	Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches.  <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 EXPECTATION	110.57.5 (B)	Choose logical proofs and appeals that meet standard tests of evidence.  <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 EXPECTATION	110.57.5 (C)	Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches.  <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 EXPECTATION	110.57.5 (D)	Choose proofs and appeals that enhance a specific topic, purpose, and tone.  <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.
TEKS	TX.110.57	Public Speaking I, II, III (One-Half to One Credit).
STUDENT EXPECTATION	(110.57.6)	Style. The student develops skills in using oral language in public speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.6 (F)	Evaluate a speaker's style in oral or written speech models.  <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.
TEKS	TX.110.57	Public Speaking I, II, III (One-Half to One Credit).
STUDENT EXPECTATION	(110.57.7)	Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
GRADE LEVEL EXPECTATION	110.57.7 (C)	Develop verbal, vocal, and physical skills to enhance presentations.

		<a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
GRADE LEVEL EXPECTATION	110.57.7 (E)	Interact with audiences appropriately.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>TEKS</b>	<b>TX.110.58</b>	<b>Communication Applications (One-Half Credit).</b>
STUDENT EXPECTATION	(110.58.1)	Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.1 (C)	Identify standards for making appropriate communication choices for self, listener, occasion, and task.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
GRADE LEVEL EXPECTATION	110.58.1 (D)	Identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>TEKS</b>	<b>TX.110.58</b>	<b>Communication Applications (One-Half Credit).</b>
STUDENT EXPECTATION	(110.58.2)	Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.2 (F)	Participate appropriately in conversations.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <a href="#">Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
GRADE LEVEL EXPECTATION	110.58.2 (H)	Identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>TEKS</b>	<b>TX.110.58</b>	<b>Communication Applications (One-Half Credit).</b>
STUDENT EXPECTATION	(110.58.4)	Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:
GRADE LEVEL EXPECTATION	110.58.4 (A)	Analyze the audience, occasion, and purpose when designing presentations.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
GRADE LEVEL EXPECTATION	110.58.4 (B)	Determine specific topics and purposes for presentations.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their

		true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
GRADE LEVEL EXPECTATION	110.58.4 (E)	Use information effectively to support and clarify points in presentations.  <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 EXPECTATION	110.58.4 (K)	Make individual presentations to inform, persuade, or motivate an audience.  <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.
TEKS	TX.110.5 9.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	(110.59.3 )	Research. The student uses relevant research to promote understanding of literary works. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.3 (B)	Research the author, author's works, literary criticism, allusions in the text, and definitions and pronunciations of words to enhance understanding and appreciation of the chosen text.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <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. <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.
TEKS	TX.110.5 9.	Oral Interpretation I, II, III (One to Three Credits).
STUDENT EXPECTATION	(110.59.6 )	Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:
GRADE LEVEL EXPECTATION	110.59.6 (D)	Justify the use of dialect, pronunciation, enunciation, or articulation.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <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. <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.
TEKS	TX.110.6 1.	Independent Study in Speech (One-Half to One Credit).
STUDENT EXPECTATION	(110.61.1 )	Propose. The student plans and designs an independent study project. The student is expected to:
GRADE LEVEL EXPECTATION	110.61.1 (A)	Select a topic and define a purpose for an independent study project focused on a specific aspect of communication.

		<u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>TEKS</b>	<b>TX.110.6 1.</b>	<b>Independent Study in Speech (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.61.3 )</b>	<b>Produce. The student produces the final product for the project. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.61.3 (A)</b>	Limit the chosen topic, purpose, and format for the presentation.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>TEKS</b>	<b>TX.110.6 3.</b>	<b>Independent Study in Journalism (One-Half to One Credit).</b>
<b>STUDENT EXPECTATION</b>	<b>(110.63.1 )</b>	<b>The student refines and enhances journalistic skills. The student is expected to:</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>110.63.1 (E)</b>	Link related information and ideas from a variety of sources.  <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.