Utah Core Standards

Language Arts

Grade: **4** - Adopted: **2013**

STANDARD / AREA OF LEARNING	UT.CC.RL.4.	Reading Standards for Literature
OBJECTIVE / STRAND		KEY IDEAS AND DETAILS
INDICATOR / CLUSTER	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
INDICATOR / CLUSTER	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Retell The Story**

		Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
INDICATOR / CLUSTER	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STANDARD / AREA OF LEARNING	UT.CC.RL.4.	**Reading Standards for Literature**
OBJECTIVE / STRAND		**CRAFT AND STRUCTURE**
INDICATOR / CLUSTER	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **BookTaco** **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
STANDARD / AREA OF LEARNING	UT.CC.RL.4.	**Reading Standards for Literature**
OBJECTIVE / STRAND		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
INDICATOR / CLUSTER	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and

		differences.
		Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
STANDARD / AREA OF LEARNING	**UT.CC.RI .4.**	**Reading Standards for Informational Text**
OBJECTIVE / STRAND		**KEY IDEAS AND DETAILS**
INDICATOR / CLUSTER	**RI.4.1.**	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
INDICATOR / CLUSTER	**RI.4.2.**	Determine the main idea of a text and explain how it is supported by key details; summarize the text. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STANDARD / AREA OF LEARNING	**UT.CC.RI .4.**	**Reading Standards for Informational Text**
OBJECTIVE /		**CRAFT AND STRUCTURE**

STRAND		
INDICATOR / CLUSTER	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **BookTaco** **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STANDARD / AREA OF LEARNING	UT.CC.RI.4.	Reading Standards for Informational Text
OBJECTIVE / STRAND		INTEGRATION OF KNOWLEDGE AND IDEAS
INDICATOR / CLUSTER	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
INDICATOR / CLUSTER	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STANDARD / AREA OF LEARNING	UT.CC.RI.4.	Reading Standards for Informational Text
OBJECTIVE / STRAND		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
INDICATOR / CLUSTER	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Book Quiz** Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **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. **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.
STANDARD / AREA OF LEARNING	**UT.CC.RF.4.**	**Reading Standards: Foundational Skills**
OBJECTIVE / STRAND		**FLUENCY**
INDICATOR / CLUSTER	**RF.4.4.**	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / STANDARD	**RF.4.4.a.**	Read grade-level text with purpose and 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. **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **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.
EXPECTATION / STANDARD	**RF.4.4.c.**	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **BookTaco**

		Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.
STANDARD / AREA OF LEARNING	**UT.CC.W. 4.**	**Writing Standards**
OBJECTIVE / STRAND		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
INDICATOR / CLUSTER	**W.4.8.**	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **BookTaco** **Book Notes** Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text.
STANDARD / AREA OF LEARNING	**UT.CC.W. 4.**	**Writing Standards**
OBJECTIVE / STRAND		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
INDICATOR / CLUSTER	**W.4.9.**	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / STANDARD	**W.4.9.a.**	Apply grade 4 Reading Standards to literature (i.e., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). **BookTaco** **Book Review** Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Story Mapping** The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION / STANDARD	**W.4.9.b.**	Apply grade 4 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). **BookTaco** **Nonfiction 3-2-1 Fun** Nonfiction graphic organizer helps students organize their understanding of a book or text. **Nonfiction Book Report** Great activity to get your students reading for information allowing for

		assessment of understanding and comprehension. **Paragraph Writing Prompts** Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STANDARD / AREA OF LEARNING	**UT.CC.W. 4.**	**Writing Standards**
OBJECTIVE / STRAND		**RANGE OF WRITING**
INDICATOR / CLUSTER	**W.4.10.**	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **BookTaco** **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.
STANDARD / AREA OF LEARNING	**UT.CC.SL .4.**	**Speaking and Listening Standards**
OBJECTIVE / STRAND		**COMPREHENSION AND COLLABORATION**
INDICATOR / CLUSTER	**SL.4.1.**	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / STANDARD	**SL.4.1.a.**	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION / STANDARD	**SL.4.1.b.**	Follow agreed-upon rules for discussions and carry out assigned roles. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION / STANDARD	**SL.4.1.c.**	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION / STANDARD	**SL.4.1.d.**	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STANDARD / AREA OF	**UT.CC.SL .4.**	**Speaking and Listening Standards**

LEARNING		
OBJECTIVE / STRAND		**COMPREHENSION AND COLLABORATION**
INDICATOR / CLUSTER	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **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. **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.
STANDARD / AREA OF LEARNING	UT.CC.SL.4.	**Speaking and Listening Standards**
OBJECTIVE / STRAND		**PRESENTATION OF KNOWLEDGE AND IDEAS**
INDICATOR / CLUSTER	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
INDICATOR / CLUSTER	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 30 for specific expectations.) **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STANDARD / AREA OF LEARNING	UT.CC.L.4.	**Language Standards**
OBJECTIVE / STRAND		**CONVENTIONS OF STANDARD ENGLISH**
INDICATOR / CLUSTER	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / STANDARD	L.4.1.a.	Fluently, independently, and legibly write all upper and lower case cursive letters. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive.
EXPECTATION / STANDARD	L.4.1.b.	Produce grade-appropriate text using legible cursive writing. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive.

EXPECTATION / STANDARD	L.4.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STANDARD / AREA OF LEARNING	**UT.CC.L. 4.**	**Language Standards**
OBJECTIVE / STRAND		**CONVENTIONS OF STANDARD ENGLISH**
INDICATOR / CLUSTER	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION / STANDARD	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed. **BookTaco** **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience. **Word Ladder** Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
STANDARD / AREA OF LEARNING	**UT.CC.L. 4.**	**Language Standards**
OBJECTIVE / STRAND		**KNOWLEDGE OF LANGUAGE**
INDICATOR / CLUSTER	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION / STANDARD	L.4.3.a.	Choose words and phrases to convey ideas precisely. **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION / STANDARD	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STANDARD / AREA OF LEARNING	**UT.CC.L. 4.**	**Language Standards**
OBJECTIVE / STRAND		**KNOWLEDGE OF LANGUAGE**
INDICATOR / CLUSTER	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
EXPECTATION / STANDARD	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. **BookTaco** **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion** Matching exercise challenges the understanding of the appropriate contextual usage of the words.

		Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. **Word Jumble** Active and fun learning medium promoting language acquisition through contextual and visual experience.
EXPECTATION / STANDARD	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **BookTaco** **Nonfiction Text Features** Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STANDARD / AREA OF LEARNING	UT.CC.L.4.	**Language Standards**
OBJECTIVE / STRAND		**VOCABULARY ACQUISITION AND USE**
INDICATOR / CLUSTER	L.4.5.	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
EXPECTATION / STANDARD	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **BookTaco** **Word Introduction** Introduction to definitions, synonyms, antonyms and contextual usage.
STANDARD / AREA OF LEARNING	UT.CC.L.4.	**Language Standards**
OBJECTIVE / STRAND		**VOCABULARY ACQUISITION AND USE**
INDICATOR / CLUSTER	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). **BookTaco** **Book Talk** Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. **Chapter Notes** One page chapter notes organizer helps students organize characters and events for each chapter read. **Compare & Contrast Characters** Template and word bank for the analysis of two characters' similarities and differences. **Definition Matching** Definition matching exercise leveraging high level engagement with pronunciation reinforcement. **Draw It!** Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. **Hear It Say It Write It** Word pronunciation with student modeling along with word writing in print or cursive. **Nonfiction Book Report** Great activity to get your students reading for information allowing for assessment of understanding and comprehension. **Plot Diagram** Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. **Point Of View!** Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. **Retell The Story** Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. **Sample Unscramble Sentence** These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. **Sentence Completion**

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Story Mapping
The describe the characters, setting, beginning, middle and end of the story.
Vocabulary Test
Final assessment module featuring multiple choice environment.
Word Introduction
Introduction to definitions, synonyms, antonyms and contextual usage.
Word Jumble
Active and fun learning medium promoting language acquisition through contextual and visual experience.
Word Ladder
Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
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