

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: BookTaco

Subject: Language Arts

Grade: 12

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Language Arts

Grade: 12 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION	11-12.RL1.2.	<p>Analyze text clues that affect meaning.</p> <p><u>BookTaco</u> Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. 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.</p>
EXPECTATION	11-12.RL1.3.	<p>Analyze relevant denotative, connotative, and figurative language (See CCSS L.11-12.5).</p> <p><u>BookTaco</u> Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
EXPECTATION	11-12.RL1.4.	<p>Analyze and evaluate available evidence for thoroughness, completeness, and relevance (See also MD SLM 4.0).</p> <p><u>BookTaco</u> Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>

		<p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL1.6.	<p>Participate actively and appropriately in discussions about literature.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	11-12.RL1.7.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL1.8.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	11-12.RL2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
EXPECTATION	11-12.RL2.1.	<p>Objectively summarize a text by including the appropriate details.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and</p>

		<p>events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
<p>EXPECTATION</p>	<p>11-12.RL2.2.</p>	<p>Analyze ideas, literary techniques, and specific details in a text that develop multiple themes or central ideas.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
<p>EXPECTATION</p>	<p>11-12.RL2.3.</p>	<p>Analyze how multiple themes interact in a text, build upon one another, and clarify and extend meaning.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping</p>

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EXPECTATION	11-12.RL2.4.	Participate actively and appropriately in discussions about literature. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.RL2.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6). <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	11-12.RL2.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	11-12.RL3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
EXPECTATION	11-12.RL3.3.	Participate actively and appropriately in discussions about literature. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.RL3.4.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6). <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their

		<p>favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL3.5.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	11-12.RL4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
EXPECTATION	11-12.RL4.1.	<p>Analyze the meaning, use, and effect of connotations, multiple meanings, colloquialisms, idioms, and figurative language (See CCSS L.11-12.5).</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
EXPECTATION	11-12.RL4.3.	<p>Analyze, explain, and evaluate the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning, imagery, mood, and tone.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL4.4.	<p>Participate actively and appropriately in discussions about literature.</p> <p>BookTaco Book Talk</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.
EXPECTATION	11-12.RL.4.5.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6).</p> <p><u>BookTaco</u> Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL.4.6.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p><u>BookTaco</u> Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	11-12.RL5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
EXPECTATION	11-12.RL5.1.	<p>Explain, analyze, and evaluate the structural characteristics complex narrative texts and use those characteristics when interpreting texts.</p> <p><u>BookTaco</u> Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL5.2.	<p>Analyze and explain how an author's deliberate manipulation of the internal structures of a text contributes to its overall structure, meaning, and effect – Analyze the effect of an author's: decision on where to begin and/or end a story; choice of a comedic or tragic resolution.</p> <p><u>BookTaco</u> Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram</p>

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EXPECTATION	11-12.RL5.3.	<p>Participate actively and appropriately in discussions about literature.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	11-12.RL5.4.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL5.5.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	11-12.RL6.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
EXPECTATION	11-12.RL6.1.	<p>Analyze and evaluate the appropriateness of a specific tone and/or shift in tone for a particular purpose, character, speaker, or situation.</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters</p>

		<p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL6.2.	<p>Analyze, and explain the implied meaning of the text.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL6.6.	<p>Participate actively and appropriately in discussions about literature.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	11-12.RL6.7.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL6.8.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p>

		BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	11-12.RL7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
EXPECTATION	11-12.RL7.3.	Analyze and evaluate the effectiveness of an author's interpretation of themes or central ideas found in different versions of a story, drama, or poem. BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	11-12.RL7.4.	Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in multiple interpretations of a story, drama or poem (See also MD SLM 3.0). BookTaco Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	11-12.RL7.5.	Participate actively and appropriately in discussions about literature. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.RL7.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6). BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.

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EXPECTATION	11-12.RL.7.7.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	11-12.RL9.	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
EXPECTATION	11-12.RL9.1.	<p>Analyze and explain themes common to specific time periods in American history.</p> <p>BookTaco Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
EXPECTATION	11-12.RL9.2.	<p>Analyze and evaluate the impact of historical and/or cultural experiences on literary themes or topics.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL9.4.	<p>Participate actively and appropriately in discussions about literature.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their</p>

		true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.RL.9.5.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL.9.6.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
EXPECTATION	11-12.RL.10.1.	<p>Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods (See also MD SLM 6.0): Comprehend texts of steadily increasing complexity; As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</p> <p>BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. 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</p>

		<p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters</p> <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It!</p> <p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts</p> <p>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram</p> <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View!</p> <p>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story</p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping</p> <p>The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL10.2	<p>Participate actively and appropriately in discussions about literature.</p> <p>BookTaco</p> <p>Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	11-12.RL10.3	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature (See CCSS L.9-10.4 & L.9-10.6).</p> <p>BookTaco</p> <p>Chapter Notes</p> <p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters</p> <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It!</p> <p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram</p> <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View!</p> <p>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story</p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping</p> <p>The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.RL10.4	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.9-10.1).</p> <p>BookTaco</p> <p>Sample Unscramble Sentence</p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction</p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining

		where the text leaves matters uncertain.
EXPECTATION	11-12.RI.2.	Analyze text clues that affect meaning. 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.
EXPECTATION	11-12.RI.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.11-12.5). BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	11-12.RI.4.	Evaluate available evidence for thoroughness, completeness, and relevance. 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.
EXPECTATION	11-12.RI.5.	Explain and analyze complexities and ambiguities in informational 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. 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.
EXPECTATION	11-12.RI.6.	Participate actively and appropriately in discussions about informational text. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.

		<p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	11-12.RI.7.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).</p> <p>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.</p>
EXPECTATION	11-12.RI.8.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	11-12.RI.9.	<p>See also MD SLM 2.0 & 3.0, as needed.</p> <p>BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. 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.</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	11-12.RI2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.
EXPECTATION	11-12.RI2.1.	<p>Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p>

		<p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	11-12.RI.2.2.	<p>Analyze how multiple topics, central ideas, and/or claims interact in a text and explain how they clarify and extend meaning.</p> <p><u>BookTaco</u> Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	11-12.RI.2.3.	<p>Analyze ideas, issues, rhetoric devices, and specific details in a text that develop multiple topics, central ideas and/or claims.</p> <p><u>BookTaco</u> Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	11-12.RI.2.4.	<p>Participate actively and appropriately in discussions about informational text.</p> <p><u>BookTaco</u> Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	11-12.RI.2.5.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).</p> <p><u>BookTaco</u> Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
EXPECTATION	11-12.RI.2.6.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p><u>BookTaco</u> Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
OBJECTIVE	11-12.RI3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
EXPECTATION	11-12.RI3.3.	<p>Analyze and explain the interrelationship among complex ideas, concepts, individuals, and sequence of events within informational texts (See also CCSS SL.11-12.3).</p> <p><u>BookTaco</u></p>

		<p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	11-12.RI3.4.	<p>Participate actively and appropriately in discussions about informational text.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	11-12.RI3.5.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
EXPECTATION	11-12.RI3.6.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	11-12.RI3.7.	<p>See also MD SLM 4.0, as needed.</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	11-12.RI4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (e.g., how Madison defines faction in Federalist No. 10).
EXPECTATION	11-12.RI4.1.	<p>Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words.</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence</p>

		These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EXPECTATION	11-12.RI4.4.	Trace and analyze the development of a key term(s) over the course of a text. BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EXPECTATION	11-12.RI4.5.	Participate actively and appropriately in discussions about informational text. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	11-12.RI4.6.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6). BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EXPECTATION	11-12.RI4.7.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1). BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	11-12.RI5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
EXPECTATION	11-12.RI5.4.	Participate actively and appropriately in discussions about informational text. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	11-12.RI5.5.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6). BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.

EXPECTATION	11-12.RI5.6.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	11-12.RI6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
EXPECTATION	11-12.RI6.5.	Analyze how an author manipulates content, rhetoric, and style to achieve a purpose or create an effect. <u>BookTaco</u> <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	11-12.RI6.6.	Participate actively and appropriately in discussions about informational text. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	11-12.RI6.7.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EXPECTATION	11-12.RI6.8.	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
OBJECTIVE	11-12.RI7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

EXPECTATION	11-12.RI7.5.	<p>Participate actively and appropriately in discussions about informational text.</p> <p>BookTaco Book Talk</p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features</p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	11-12.RI7.6.	<p>Integrate information from multiple sources of print, non-print, and digital texts to address a question or solve a problem (See CCSS Grades 11-12 W.6, W.7, W.8, W.9b, and SL 2).</p> <p>BookTaco Book Notes</p> <p>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
EXPECTATION	11-12.RI7.7.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Nonfiction Book Report</p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence</p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
EXPECTATION	11-12.RI7.8.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence</p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction</p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	11-12.RI7.9.	<p>See also MD Standard SLM 4.0.</p> <p>BookTaco Book Notes</p> <p>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	11-12.RI8.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
EXPECTATION	11-12.RI8.2.	<p>Analyze and evaluate connections among evidence, inferences, and claims in an argument (See also MD Standard SLM 4.0).</p> <p>BookTaco Book Notes</p> <p>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p>Book Quiz</p> <p>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p>

		<p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	11-12.RI.8.5.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
EXPECTATION	11-12.RI.8.6.	<p>Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1).</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	11-12.RI9.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
EXPECTATION	11-12.RI9.1.	<p>Identify and explain themes and concepts common to specific time periods in American history.</p> <p>BookTaco Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
EXPECTATION	11-12.RI9.4.	<p>Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in foundational U.S. documents of the seventeenth-, eighteenth- and nineteenth- centuries.</p> <p>BookTaco Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p>
EXPECTATION	11-12.RI9.5.	<p>Participate actively and appropriately in discussions about informational text.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	11-12.RI9.6.	<p>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6).</p> <p>BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Sample Unscramble Sentence</p>

		These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EXPECTATION	11-12.RI.7.	Use knowledge of language and conventions when speaking and writing (See CCSS L.11-12.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.10.CC.R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	11-12.RI10.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
EXPECTATION	11-12.RI10.2.	Participate actively and appropriately in discussions about informational text. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	11-12.RI10.3.	Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text (See CCSS L.11-12.4 & L.11-12.6). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
EXPECTATION	11-12.RI10.4	Use knowledge of language and its conventions when speaking and writing (See CCSS L.11-12.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	11-12.W1-a.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W1-a.2.	Narrow and refine the focus of a grade-appropriate complex topic: Analyze the topic to target information gathering; Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position (See CCSS W.11-12.4, W.11-12.5; See also MD SLM 1.B.3). <u>BookTaco</u>

		<p><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>
EXPECTATION	11-12.W1-a.3.	<p>Choose, apply and maintain an organizational structure appropriate to the writing purpose (See CCSS W.11-12.4, SL.11-12.1a, SL.11-12.4): Gather reliable and valid information from print, non-print, and digital sources (See CCSS W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, RI.11-12.5, RI.11-12.7, RI.11-12.8; See also MD SLM 2.0, 3.0, 4.0); Evaluate information to determine sufficiency and relevancy; Analyze the significance of opposing claims while determining which claims best support the argument (See CCSS W.11-12.7, W.11-12.9b, RI.11-12.5, RI.11-12.7, RI.11-12.8; See also MD SLM 4.0); Logically sequence and distinguish claims, counterclaims, reasons, and evidence.</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>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	11-12.W1-c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W1-c.5.	<p>Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1a, L.11-12.1b, L.11-12.3)</p> <p><u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	11-12.W1-d.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	11-12.W1-d.4.	<p>Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text (See CCSS L.11-12.3 and W.11-12.8; See also MD SLM 3.c.2, SLM 5.0).</p> <p><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.</p>
EXPECTATION	11-12.W1-d.7.	<p>Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.11-12.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2, L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d).</p> <p><u>BookTaco</u></p>

		Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-a.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	11-12.W2-a.2.	Narrow and refine the focus of a grade-appropriate complex topic: Analyze the topic to target information gathering; Generate and develop a well-constructed introduction that presents the topic, central idea, or concept (See CCSS W.11-12.4, W.11-12.5). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	11-12.W2-a.3.	Attend to audience's need by establishing and maintaining an organizational structure where information and ideas build and flow logically (See CCSS W.11-12.4, W.11-12.5): Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources (See CCSS W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, RI.11-12.5, RI.11-12.8); Evaluate information to determine sufficiency and relevancy; Use appropriate and effective formatting of headings, graphics, and multimedia (See CCSS L.11-12.3). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-b.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W2-b.3.	Integrate paraphrases and summarizations of source material appropriately and effectively into written text (See CCSS L.11-12 and W.8). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR /	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey

PROFICIENCY LEVEL		complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-c.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W2-c.3.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.11-12.1b, L.3) <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	11-12.W2-e.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
EXPECTATION	11-12.W2-e.2.	Integrate quotations, paraphrases, and summarizations of source material appropriately and effectively into written text (See CCSS L.11-12.3 and W.8; See also MD SLM 3.c.2, SLM 5.0). <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	11-12.W2-e.4.	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See CCSS L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	11-12.W3-a.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11-12.W3-a.2.	Narrow and refine the focus of a grade-appropriate complex topic: Analyze the topic to target information gathering; Choose, apply, and maintain an organizational structure appropriate to the writing purpose (See CCSS W.11-12.4). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	11-12.W3-c.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION	11-12.W3-c.5.	Demonstrate understanding and application of appropriate and complex usage. (CCSS L.11-12.1.a, L.1b, L.3) <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	11-12.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences – Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W3-d.4.	Apply the editing phase of the writing process independently (See CCSS L.11-12.3a and W.5) – Edit for: Spelling, capitalization, and punctuation (See CCSS L.11-12.2; see also CCSS L.4.3b); Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); Appropriate pronoun usage (See L.6.1c, L.6.1d); Complete sentences (See CCSS L.4.1f); Shifts in verb tense (See CCSS L.5.1d). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	11-12.W7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION	11-12.W7.1.	See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, RI.8 for specific application. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	11-12.W7.3.	Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner (See MD SLM 2.0). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page

		ready for review and assessment.
EXPECTATION	11-12.W7.4.	Find, generate, record, and organize information relevant to the information need in an ethical manner (See MD SLM 3.0). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	11-12.W7.5.	Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner (See MD SLM 4.0). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Quiz</u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.W7.7.	See MD TL 5.0, TL 6.0. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	11-12.W8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION	11-12.W8.1.	See CCSS Grades 11-12: W1, W2, W7, SL2, RI.5, RI.7, and RI.8 for specific application. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	11-12.W8.2.	Find, generate, record, and organize information relevant to the research purpose in an ethical manner (See also MD SLM 3.0). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	11-12.W9-a.	Draw evidence from literary or informational texts to support analysis, reflection, and research – Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
EXPECTATION	11-12.W9-a.1.	See CCSS Grades 11-12: W1, W2, W7, RL.6, RL.7, and RL.9 for specific application. <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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
OBJECTIVE	11-12.SL1-a.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	11-12.SL1-a.3.	Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	11-12.SL1-a.4.	Brainstorm and make connections to issues in material under study. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	11-12.SL1-a.6.	See Maryland SLM 3.0, SLM 4.0, SLM 5.0, TL 5.B and TL 6.0, as needed. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
OBJECTIVE	11-12.SL1-b.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12

		topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively – Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL1-b.2.	Demonstrate comfort and independence in the participation of collegial discussions. 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	11-12.SL1-c.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively – Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL1-c.1.	Demonstrate comfort and independence with open-ended questions and shared inquiry. 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	11-12.SL1-c.2.	Monitor discussions for clarity, relevancy, and dissemination of ideas and information. 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	11-12.SL1-c.3.	Elicit participation and opinions, and appropriately challenge ideas. 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	11-12.SL1-c.4.	Provide unique, innovative, and visionary perspectives in reasoning and in discussing. 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC /		Comprehension and Collaboration

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	11-12.SL1-d.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
EXPECTATION	11-12.SL1-d.2.	Connect with different points of view, remain open-minded, and reassess viewpoints. 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	11-12.SL1-d.3.	Understand and use appropriate professional persuasive techniques and conflict-resolution skills. 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	11-12.SL1-d.6.	See MD SLM 3.c.3. 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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	11-12.SL2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
EXPECTATION	11-12.SL2.1.	Demonstrate the behaviors of a strategic reader and listener. 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

		<p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Reading Log Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	11-12.SL2.2.	<p>Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text, noting any discrepancies present in the data (See CCSS SL.11-12.1a, RI.11-12.7, RI.11-12.8, W.11-12.7, W.11-12.8).</p> <p>BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
EXPECTATION	11-12.SL2.3.	<p>Choose the appropriate form of media for a given purpose.</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	11-12.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
EXPECTATION	11-12.SL3.3.	<p>Recognize, analyze, and evaluate stance, premise, emphasis, word choice, tone and point of view (See MD SLM 2.0).</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	11-12.SL4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION	11-12.SL4.1.	Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and a range of formal and informal tasks. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.SL4.3.	Demonstrate attention to audience interest, values, biases, and concerns by using rhetorical appeals and by acknowledging and/or refuting opposing positions and opinions (See CCSS W.11-12.1a, W.11-12.1b, W.11-12.4, W.11-12.5). <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.SL4.4.	Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.SL4.6.	See MD SLM 4.0 & 5.0. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	11-12.SL5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
EXPECTATION	11-12.SL5.1.	Demonstrate strategic use of a variety of digital media. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.SL5.2.	Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation (See CCSS W.11-12.6). <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.SL5.3.	See MD SLM 4.0 & 5.0; TL 5.0 & 6.0. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their

		true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	11-12.L1-a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
EXPECTATION	11-12.L1-a.1.	Analyze and explain the historical circumstances and reasons for changes in usage over time. <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	11-12.L1-a.2.	Compare and contrast changes in usage over time. <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	11-12.L1-a.3.	Examine historical circumstances and underlying reasons for changes in usage over time. <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	11-12.L1-a.4.	Apply language usage to writing and speaking as appropriate for audience and purpose. <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	11-12.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.
EXPECTATION	11-12.L2-b.1.	Spell correctly grade-appropriate general academic and domain-specific words (See CCSS L.11-12.6). <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.

EXPECTATION	11-12.L2-b.2.	<p>Use print, digital, and internalized knowledge resources to support correct spelling (See MD TL 5.0).</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>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	11-12.L3-a.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening – Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
EXPECTATION	11-12.L3-a.5.	<p>Use grammar concepts and skills to strengthen control of oral and written language.</p> <p><u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	11-12.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L4-a.1.	<p>Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning.</p> <p><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>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p>

		<p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
EXPECTATION	11-12.L4-a.2.	<p>Analyze a word's position, form, and/or function to determine meaning.</p> <p>BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
EXPECTATION	11-12.L4-a.3.	<p>Revisit key words used throughout a text to determine effect and meaning.</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	11-12.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
EXPECTATION	11-12.L4-d.1.	<p>Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text.</p> <p>BookTaco Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LEVEL		
OBJECTIVE	11-12.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Analyze nuances in the meanings of words with similar denotations.
EXPECTATION	11-12.L5-b.1.	Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning. <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	11-12.L5-b.2.	Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively. <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
OBJECTIVE	11-12.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	11-12.L6.1.	Demonstrate the behaviors of a strategic reader. <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	11-12.L6.2.	Choose and employ vocabulary and diction appropriately for different purposes. <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	11-12.L6.3.	Demonstrate frequent and appropriate use of print and digital reference materials (See MD standards SLM 2.0, SLM 3.0, TL 5.0).

		<p><u>BookTaco</u> Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	11-12.L6.4.	<p>Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.</p> <p><u>BookTaco</u> Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. 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. Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p>