

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 2

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade: 2 - 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	2.RL1.	Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.
EXPECTATION	2.RL1.1.	<p>Apply appropriate strategies before reading, viewing, or listening to a text: use prior knowledge and experiences to make and explain connections to the text; make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic; set a purpose for reading and identify type of text.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL1.2.	<p>Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: recall and discuss what is understood; revisit, read on, and restate the difficult parts in your own words; make, confirm, or adjust predictions; periodically summarize while reading; visualize what is read; search for connections between and among ideas.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL1.3.	<p>Demonstrate understanding after reading, viewing, or listening to a text: confirm or refute predictions; retell and discuss the text; identify and explain what is directly stated and what is implied in the text; summarize the text orally; connect text to prior knowledge or personal experience.</p>

		<p><a href="#"><u>BookTaco</u></a>  <a href="#"><u>Book Notes</u></a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#"><u>Book Quiz</u></a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><a href="#"><u>Book Review</u></a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#"><u>Book Talk</u></a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#"><u>Chapter Notes</u></a>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#"><u>Compare &amp; Contrast Characters</u></a>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#"><u>Draw It!</u></a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#"><u>Paragraph Writing Prompts</u></a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#"><u>Plot Diagram</u></a>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#"><u>Point Of View!</u></a>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><a href="#"><u>Retell The Story</u></a>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#"><u>Story Mapping</u></a>  The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL1.4.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.2.1, 2, 3).</p> <p><a href="#"><u>BookTaco</u></a>  <a href="#"><u>Book Talk</u></a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	2.RL1.6.	<p>Respond orally and in written form to specific questions using key details in the text (See CCSS SL.2.3, CCSS W.2.8).</p> <p><a href="#"><u>BookTaco</u></a>  <a href="#"><u>Book Quiz</u></a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><a href="#"><u>Book Review</u></a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#"><u>Chapter Notes</u></a>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#"><u>Compare &amp; Contrast Characters</u></a>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#"><u>Draw It!</u></a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#"><u>Paragraph Writing Prompts</u></a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#"><u>Plot Diagram</u></a>  Students organize the elements of a narrative text by identifying the</p>

		<p>exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL1.7.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3.)</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL2.CCR</b>	<b>Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>OBJECTIVE</b>	<b>2.RL2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>
EXPECTATION	2.RL2.2.	<p>Identify the elements of a story (e.g., character(s), setting, problem, solution, plot).</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL2.3.	<p>Identify key details in literary text.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>

		<p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL2.4.	<p>Analyze key details to determine the central message, lesson, or moral of literary text.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL2.5.	<p>Retell story events in sequential order.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL2.7.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3)</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL3.CCR</b>	<b>Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.</b>
<b>OBJECTIVE</b>	<b>2.RL3.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>
EXPECTATION	2.RL3.1.	<p>Draw conclusions about characters in a story to determine their traits.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p>

		<p><b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b>  The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL3.2.	<p>Identify major events and challenges in the text.</p> <p><b>BookTaco</b>  <b>Book Review</b>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
EXPECTATION	2.RL3.3.	<p>Identify cause/effect relationships between characters and major story events and challenges in a text.</p> <p><b>BookTaco</b>  <b>Book Review</b>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b>  The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL3.5.	<p>Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)</p> <p><b>BookTaco</b>  <b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL5.CCR</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.RL5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
EXPECTATION	2.RL5.2.	<p>Retell a story using sequencing words (e.g., first, so, then, next, after that, finally) to describe beginning to end (See CCSS SL.2.2).</p>

		<a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	2.RL5.3.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)  <a href="#">BookTaco</a> <a href="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL6.CCR	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
<b>OBJECTIVE</b>	2.RL6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
EXPECTATION	2.RL6.1.	Explain who is telling a story.  <a href="#">BookTaco</a> <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
EXPECTATION	2.RL6.2.	Compare and contrast different points of view of characters in a story.  <a href="#">BookTaco</a> <a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences. <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
EXPECTATION	2.RL6.3.	Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.  <a href="#">BookTaco</a> <a href="#">Book Quiz</a> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	RL7.CCR	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>OBJECTIVE</b>	2.RL7.	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
EXPECTATION	2.RL7.3.	Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences (See CCSS SL.2.4).  <a href="#">BookTaco</a> <a href="#">Chapter Notes</a>

		<p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b>  The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL7.5.	<p>Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)</p> <p><b>BookTaco</b>  <b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL9.CCR</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.RL9.</b>	<b>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b>
EXPECTATION	2.RL9.3.	<p>Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences (See CCSS SL.2.4).</p> <p><b>BookTaco</b>  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b>  The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.RL9.4.	<p>Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)</p> <p><b>BookTaco</b>  <b>Sample Unscramble Sentence</b></p>

		<p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL10.CC R.</b>	<b>Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.</b>
<b>OBJECTIVE</b>	<b>2.RL10.</b>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>EXPECTATION</b>	<b>2.RL10.2.</b>	<p>With guidance and support, read and comprehend text of steadily increasing complexity.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>EXPECTATION</b>	<b>2.RL10.3.</b>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS SL.2.1)</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC /</b>		<b>Key Ideas and Details</b>



INDICATOR		
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	2.RI1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.
EXPECTATION	2.RI1.1.	<p>Apply appropriate strategies before reading, viewing, or listening to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): access prior knowledge and experiences; examine the title, cover, illustrations/photographs/text; make predictions or ask questions; set a purpose for reading and identify type of text.</p> <p><u>BookTaco</u>  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Nonfiction Text Features</a>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.RI1.2.	<p>Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational text: use text features and graphic aids to facilitate understanding; recall and discuss what is understood (See CCSS SL.2.1b); identify and question what did not make sense; make, confirm and/or modify predictions; periodically paraphrase and summarize; make connections; visualize.</p> <p><u>BookTaco</u>  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Nonfiction Text Features</a>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	2.RI1.3.	<p>Demonstrate understanding orally or in writing after reading, viewing, or listening to a text: engage in conversations about details in the text (See CCSS SL.2.1); describe what is directly stated in the text; draw inferences and conclusions from the text; confirm predictions using details from the text; summarize the text; identify what did not make sense; make connections.</p> <p><u>BookTaco</u>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Quiz</a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Nonfiction Text Features</a>  Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>

EXPECTATION	2.RI.1.5.	<p>Participate actively and appropriately in discussions about informational text. (CCSS SL.2.1, 2, 3)</p> <p><u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.RI.1.6.	<p>Respond orally and in written form to specific questions using key details in the text (See CCSS SL.2.3; CCSS W.2.8).</p> <p><u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.2.CCR.</b>	<b>Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>OBJECTIVE</b>	<b>2.RI.2.</b>	<b>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</b>
EXPECTATION	2.RI.2.1.	<p>Identify the key details in each paragraph of a multi-paragraph text.</p> <p><u>BookTaco</u> <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	2.RI.2.2.	<p>Connect key details to determine the topic of a paragraph within a multi-paragraph text.</p> <p><u>BookTaco</u> <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	2.RI.2.3.	<p>Connect ideas to determine main topic of a text.</p> <p><u>BookTaco</u></p>

		<p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI3.CCR.</b>	<b>Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.</b>
<b>OBJECTIVE</b>	<b>2.RI3.</b>	<b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>
<b>EXPECTATION</b>	<b>2.RI3.2.</b>	<p>Recognize signal words and transition words that connect ideas.</p> <p><u>BookTaco</u> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>EXPECTATION</b>	<b>2.RI3.3.</b>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS SL.2.2)</p> <p><u>BookTaco</u> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>EXPECTATION</b>	<b>2.RI3.4.</b>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.2.6).</p> <p><u>BookTaco</u> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>

		<b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI4.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.RI4.</b>	<b>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b>
<b>EXPECTATION</b>	<b>2.RI4.2.</b>	Access prior knowledge and experiences to determine and clarify meaning of words and phrases in a text.  <u><b>BookTaco</b></u> <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
<b>EXPECTATION</b>	<b>2.RI4.3.</b>	Determine and clarify meaning of words and phrases, choosing flexibly from an array of strategies: use sentence level context (CCSS L.2.4a); determine the meaning of the new word formed when a known prefix is added to a known word (CCSS L.2.4b); use a known root word as a clue the meaning of an unknown word (CCSS L.2.4c).  <u><b>BookTaco</b></u> <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.
<b>EXPECTATION</b>	<b>2.RI4.4.</b>	Use text features to determine and clarify meaning of words and phrases in informational text.  <u><b>BookTaco</b></u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>EXPECTATION</b>	<b>2.RI4.5.</b>	Use glossaries and beginning dictionaries, both print and digital to determine or clarify meaning of words and phrases. (CCSS L.2.4e)  <u><b>BookTaco</b></u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI5.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.RI5.</b>	<b>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b>
<b>EXPECTATION</b>	<b>2.RI5.1.</b>	Distinguish between types of text features (e.g., print features, graphic aids, organizational aids, informational aids).  <u><b>BookTaco</b></u>

		<p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.RI5.2.	<p>Identify the purpose of text features used in informational texts.</p> <p><u>BookTaco</u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.RI5.3.	<p>Explain which text features are used to find information within a specific source (See MD SLM 2-3 3A1.b).</p> <p><u>BookTaco</u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.RI5.4.	<p>Select the appropriate text feature for a given task or information need.</p> <p><u>BookTaco</u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.RI5.5.	<p>Use text features appropriately for a given task or information need.</p> <p><u>BookTaco</u> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI6.CCR.</b>	<b>Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.</b>
<b>OBJECTIVE</b>	<b>2.RI6.</b>	<b>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>
EXPECTATION	2.RI6.4.	<p>Identify the main ideas/ messages of texts.</p> <p><u>BookTaco</u> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	2.RI6.5.	<p>Draw conclusions and generalizations from text to form new understanding.</p> <p><u>BookTaco</u> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC /</b>		<b>Integration of Knowledge and Ideas</b>

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	R17.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	2.RI7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
EXPECTATION	2.RI7.1.	Identify and describe graphic aids used to facilitate understanding of informational text.  <u>BookTaco</u> <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	2.RI7.2.	Describe key ideas and details including text features from a text read aloud or presented orally or through other media. (CCSS.2.SL.2)  <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>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <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	2.RI7.3.	Identify commonalities between text and text features; explain how they support each other.  <u>BookTaco</u> <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
EXPECTATION	2.RI7.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.2.6).  <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. <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>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. <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <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.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	R18.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	2.RI.8.	Describe how reasons support specific points the author makes in a text.
EXPECTATION	2.RI8.1.	Identify the key points an author makes in a text.  <a href="#">BookTaco</a> <a href="#">Nonfiction 3-2-1 Fun</a> Nonfiction graphic organizer helps students organize their understanding of a book or text. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	2.RI8.2.	Identify details that support a specific point the author makes in a text.  <a href="#">BookTaco</a> <a href="#">Nonfiction 3-2-1 Fun</a> Nonfiction graphic organizer helps students organize their understanding of a book or text. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	2.RI8.3.	Explain how the reasons support a point the author makes.  <a href="#">BookTaco</a> <a href="#">Nonfiction 3-2-1 Fun</a> Nonfiction graphic organizer helps students organize their understanding of a book or text. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	2.RI8.4.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.2.2).  <a href="#">BookTaco</a> <a href="#">Book Quiz</a> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.
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	2.RI9.	Compare and contrast the most important points presented by two texts on the same topic.
EXPECTATION	2.RI9.1.	Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media (CCSS SL.2.2).  <a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <a href="#">Book Quiz</a> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <a href="#">Book Review</a>

		<p>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a></p> <p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a></p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><a href="#">Paragraph Writing Prompts</a></p> <p>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Reading Log</a></p> <p>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>
EXPECTATION	2.RI9.3.	<p>Identify key points of a text.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Nonfiction 3-2-1 Fun</a></p> <p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a></p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a></p> <p>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	2.RI9.5.	<p>Ask and answer questions about key details in a text read aloud or presented orally or through other media. (CCSS SL.2.2)</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Quiz</a></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><a href="#">Book Review</a></p> <p>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI10.CC R.</b>	<b>Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.</b>
<b>OBJECTIVE</b>	<b>2.RI10.</b>	<b>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
EXPECTATION	2.RI10.2.	<p>With prompting and support, read and comprehend text of steadily increasing complexity.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Notes</a></p> <p>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#">Book Quiz</a></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><a href="#">Book Review</a></p> <p>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a></p>



		<p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a></p> <p>Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a></p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><a href="#">Paragraph Writing Prompts</a></p> <p>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Reading Log</a></p> <p>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>
EXPECTATION	2.RI10.3.	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS SL.2.1)</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RF.</b>	<b>Standards for Reading Foundational Skills (RF)</b>
<b>TOPIC / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>OBJECTIVE</b>	2.RF3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF3.a.2	<p>Identify and apply vowel pattern pronunciation rules to read words.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Definition Matching</a></p> <p>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><a href="#">Hear It Say It Write It</a></p> <p>Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><a href="#">Sample Unscramble Sentence</a></p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Word Introduction</a></p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a></p> <p>Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><a href="#">Word Ladder</a></p> <p>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RF.</b>	<b>Standards for Reading Foundational Skills (RF)</b>
<b>TOPIC / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>OBJECTIVE</b>	2.RF3.b.	Know sound-spelling correspondences for additional common vowel teams.
EXPECTATION	2.RF3.b.2	<p>Identify and apply vowel team pronunciation rules.</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Definition Matching</a></p> <p>Definition matching exercise leveraging high level engagement with</p>

		<p>pronunciation reinforcement.</p> <p><a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><a href="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><a href="#">Word Ladder</a> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RF.</b>	<b>Standards for Reading Foundational Skills (RF)</b>
<b>TOPIC / INDICATOR</b>		<b>Phonics and Word Recognition</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>2.RF3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>OBJECTIVE</b>	<b>2.RF3.e.</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>EXPECTATION</b>	<b>2.RF3.e.1</b>	<p>Identify and apply the rules for sound-spelling correspondences, including exceptions.</p> <p><a href="#">BookTaco</a> <a href="#">Hear It Say It Write It</a> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><a href="#">Word Ladder</a> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RF.</b>	<b>Standards for Reading Foundational Skills (RF)</b>
<b>TOPIC / INDICATOR</b>		<b>Fluency</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>2.RF4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>OBJECTIVE</b>	<b>2.RF4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>EXPECTATION</b>	<b>2.RF4.c.2</b>	<p>Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones.</p> <p><a href="#">BookTaco</a> <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
<b>EXPECTATION</b>	<b>2.RF4.c.4.</b>	<p>Use context cues, sentence structure, and visual clues to guide self-correction.</p> <p><a href="#">BookTaco</a> <a href="#">Nonfiction Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> <p><a href="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Sentence Completion</a> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	2.W1-a.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section – Introduce the topic or book they are writing about and state an opinion.
<b>EXPECTATION</b>	2.W1-a.1.	Apply the prewriting and planning stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic or book; gather information on a specific topic (See MD SLM 2-3 2A1); form an opinion based on prior knowledge and information provided.  <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.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	2.W1-b.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section – Supply reasons that support the opinion.
<b>EXPECTATION</b>	2.W1-b.3.	Draft a paragraph or multiple paragraphs to support an opinion: Use reflexive pronouns (e.g., myself, ourselves) (CCSS L.2.1c); Produce complete simple and compound sentences (See CCSS L.2.1f); Use knowledge of language conventions when writing (See CCSS .2.L3).  <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.
<b>EXPECTATION</b>	2.W1-b.4.	Produce writing that is legible, including the correct formation of cursive letters.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	2.W1-d.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section – Provide a concluding statement or section.
<b>EXPECTATION</b>	2.W1-d.5.	Produce writing that is legible, including correct formation of cursive letters.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive.
<b>STRAND / TOPIC</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>

<b>/ STANDARD</b>		
<b>TOPIC / INDICATOR</b>		Text Types and Purposes
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	2.W2-a.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Introduce a topic.
<b>EXPECTATION</b>	2.W2-a.1.	Apply the prewriting stage of the writing process: identify the topic; establish or build upon a personal schema of a topic; gather facts and definitions from basic print or multimedia resources (See CCSS 2 W7; CCSS 2 W8; and MD SLM PK-1 2A1.a).  <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.
<b>STRAND / TOPIC / STANDARD</b>	MD.W.	Standards for Writing (W)
<b>TOPIC / INDICATOR</b>		Text Types and Purposes
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	2.W2-b.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Use facts and definitions to develop points.
<b>EXPECTATION</b>	2.W2-b.2.	Gather facts and definitions from basic print and multimedia resources in an ethical and appropriate manner (See CCSS W.2.6, and MD SLM 2-3 2B1.d).  <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.
<b>EXPECTATION</b>	2.W2-b.4.	Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic: Produce complete simple and compound sentences (CCSS L.2.1f); Use knowledge of language and its conventions when writing (See CCSS L.2.3).  <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.
<b>EXPECTATION</b>	2.W2-b.5.	Produce writing that is legible, including the correct formation of cursive letters.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive.
<b>STRAND / TOPIC / STANDARD</b>	MD.W.	Standards for Writing (W)
<b>TOPIC / INDICATOR</b>		Text Types and Purposes
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	2.W2-c.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Provide a concluding statement or section.
<b>EXPECTATION</b>	2.W2-c.1.	Use information presented and gathered to write an effective conclusion.  <u>BookTaco</u>

		<p><b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
EXPECTATION	2.W2-c.5.	<p>Produce writing that is legible, including the correct formation of cursive letters.</p> <p><b>BookTaco</b> <b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W3.CCR.</b>	<b>Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
<b>OBJECTIVE</b>	<b>2.W3-b.</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure – Include details to describe actions, thoughts, and feelings.
EXPECTATION	2.W3-b.2.	<p>Include details that personalize the experience (thoughts, actions, and feelings) (See CCSS W.2.8): Produce complete simple and compound sentences (CCSS L.2.1f); Use adjectives and adverbs, and choose between them depending on what is to be modified (CCSS L.2.1e); Form and use frequently occurring irregular plural nouns (CCSS L.2.1b); Use knowledge of language conventions when writing (CCSS L.2.3).</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	2.W3-b.3.	<p>Produce writing that is legible, including the correct formation of cursive letters.</p> <p><b>BookTaco</b> <b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W3.CCR.</b>	<b>Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
<b>OBJECTIVE</b>	<b>2.W3-c.</b>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure – Use temporal words to signal event order.
EXPECTATION	2.W3-c.2.	<p>Use words and phrases acquired through conversations, reading and being read to (See CCSS 2 L6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the</p>

		<p>exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.W3-c.3.	<p>Write sentences in a meaningful order using temporal words to signal the sequence.</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
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	2.W3-d.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure – Provide a sense of closure.
EXPECTATION	2.W3-d.5.	<p>Produce writing that is legible, including the correct formation of cursive letters.</p> <p><b>BookTaco</b> <b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive.</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	2.W5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.
EXPECTATION	2.W5.2.	<p>Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion) (See CCSS SL.2.1a).</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.W5.3.	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.2.2).</p> <p><b>BookTaco</b> <b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p>
STRAND / TOPIC	MD.W.	Standards for Writing (W)

<b>/ STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>OBJECTIVE</b>	2.W7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>EXPECTATION</b>	2.W7.7.	Produce writing that is legible, including the correct formation of cursive letters.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	2.W8.	Recall information from experiences or gather information from provided sources to answer a question.
<b>EXPECTATION</b>	2.W8.4.	Record data/information in a variety of formats.  <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.
<b>EXPECTATION</b>	2.W8.5.	With guidance and support, draw conclusions from the recorded data/information to create new understandings. (MD SLM 2-3 4B1.b)  <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.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>OBJECTIVE</b>	2.SL1-a.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>EXPECTATION</b>	2.SL1-a.1.	Create rules to ensure respectful group discussions.  <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.
<b>EXPECTATION</b>	2.SL1-a.3.	Participate in group discussions on a variety of topics.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.

		<b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL1.CCR.</b>	<b>Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<b>OBJECTIVE</b>	<b>2.SL1-b.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups – Build on others' talk in conversation by linking their comments to the remarks of others.</b>
<b>EXPECTATION</b>	<b>2.SL1-b.2.</b>	Demonstrate ability to stay on topic during conversations.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>EXPECTATION</b>	<b>2.SL1-b.3.</b>	Add appropriate ideas to support or extend a conversation.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>EXPECTATION</b>	<b>2.SL1-b.5.</b>	Contribute to a learning community. (MD SLM 2-3 5 A2.a)  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL4.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.SL4.</b>	<b>Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.</b>
<b>EXPECTATION</b>	<b>2.SL4.1.</b>	Distinguish between relevant and irrelevant details.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL5.CCR.</b>	<b>Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>
<b>OBJECTIVE</b>	<b>2.SL5.</b>	<b>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</b>
<b>EXPECTATION</b>	<b>2.SL5.1.</b>	<b>Use illustrations and details in a story to describe its characters, setting, or</b>



		<p>events (See CCSS RL.2.7).</p> <p><u>BookTaco</u>  <u>Book Review</u>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><u>Chapter Notes</u>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><u>Compare &amp; Contrast Characters</u>  Template and word bank for the analysis of two characters' similarities and differences.</p> <p><u>Draw It!</u>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><u>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> <p><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.</p> <p><u>Point Of View!</u>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><u>Retell The Story</u>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><u>Story Mapping</u>  The describe the characters, setting, beginning, middle and end of the story.</p>
--	--	---

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L1.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>
<b>OBJECTIVE</b>	<b>2.L1-f.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</b>
<b>EXPECTATION</b>	<b>2.L1-f.1.</b>	<p>Distinguish between a sentence and a fragment.</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>Sentence Completion</u>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p>
<b>EXPECTATION</b>	<b>2.L1-f.4.</b>	<p>Strengthen writing by using learned parts of speech to expand sentences.</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>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L2.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	<b>2.L2-d.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</b>
<b>EXPECTATION</b>	<b>2.L2-d.2.</b>	<p>Demonstrate use of learned spelling patterns when writing.</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</p>

		<p>cursive.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Knowledge of Language</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L3.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.L3-a.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION</b>	<b>2.L3-a.2.</b>	<p>Identify purposes, audiences, and environments that require formal and informal English.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L4.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.L4-a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies – Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>EXPECTATION</b>	<b>2.L4-a.1.</b>	<p>Identify sentence clues that help determine or clarify the meaning of a word or phrase.</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
<b>EXPECTATION</b>	<b>2.L4-a.2.</b>	<p>Access prior knowledge to help determine or clarify the meaning of a word or phrase.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>

		<p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	2.L4-a.3.	<p>Discuss words and word meanings as they are encountered.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L4.CCR.</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>2.L4-e.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies – Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</b>
EXPECTATION	2.L4-e.2.	<p>Use keywords and text features to help find information within a specific source. (MD SLM.2-3 3A1.a)</p> <p><b>BookTaco</b> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	2.L4-e.3.	<p>Strengthen writing by using glossaries and beginning dictionaries to determine word choice.</p> <p><b>BookTaco</b> <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY</b>	<b>L5.CCR.</b>	<b>Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

LEVEL		
OBJECTIVE	2.L5-a.	Demonstrate understanding of word relationships and nuances in word meanings – Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L5-a.1.	Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.  <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 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>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5-b.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EXPECTATION	2.L5-b.2.	Use context clues to distinguish intensity (nuances) of meaning among synonyms.  <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>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <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.
EXPECTATION	2.L5-b.3.	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meanings of words and phrases. (CCSS L.2.4e)  <u>BookTaco</u> <u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
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 encountering an unknown term important to comprehension or expression.
OBJECTIVE	2.L6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
EXPECTATION	2.L6.1.	Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.  <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

		<p>speaking skills, collaboration, advocacy and student voice.</p> <p><b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
EXPECTATION	2.L6.2.	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (See CCSS SL.2.1).</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>