

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: BookTaco

Subject: Language Arts

Grade: 5

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Language Arts

Grade: 5 - Adopted: 2014

| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
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| 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 | 5.RL1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| EXPECTATION | 5.RL1.2. | <p>Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.5.4-6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize.</p> <p>BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p>Book Quiz Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL1.3. | Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.5.4-6; MD SLM 4A2); explain what is directly stated in the text by citing specific details and examples from the text; |

explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.

BookTaco

Book Notes

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

Book Quiz

Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.

Book Review

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

Book Talk

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

Chapter Notes

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

Compare & Contrast Characters

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

Draw It!

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

Paragraph Writing Prompts

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

Plot Diagram

Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.

Point Of View!

Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.

Retell The Story

Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.

Story Mapping

The describe the characters, setting, beginning, middle and end of the story.

EXPECTATION

5.RL1.5.

Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.

BookTaco

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

Compare & Contrast Characters

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

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Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.

Point Of View!

Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.

Retell The Story

Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.

Story Mapping

The describe the characters, setting, beginning, middle and end of the story.

EXPECTATION

5.RL1.7.

Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3).

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| | | BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 5.RL1.8. | Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story. |
| EXPECTATION | 5.RL1.9. | Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.5.6). BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story. |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Key Ideas and Details |
| INDICATOR / PROFICIENCY LEVEL | RL2.CCR | Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| OBJECTIVE | 5.RL2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| EXPECTATION | 5.RL2.1. | Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text (See CCSS W.5.9; SL.5.4, 6). BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |

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| EXPECTATION | 5.RL2.2. | <p>Analyze details about characters, setting, and plot in a literary text to infer a theme: Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem; Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts; Analyze the development of the plot, including exposition, rising action, climax, falling action, denouement, as well as subplots; Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL2.3. | <p>Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3).</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> |
| EXPECTATION | 5.RL2.4. | <p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> |

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| | | <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL2.5. | <p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS 5 W.5.9 ; L.5.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Key Ideas and Details |
| INDICATOR / PROFICIENCY LEVEL | RL3.CCR | Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text. |
| OBJECTIVE | 5.RL3. | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| EXPECTATION | 5.RL3.1. | <p>Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot.</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL3.2. | <p>Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot.</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram</p> |

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| | | <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL3.3. | <p>Analyze similarities and differences among different events, focusing on how they affect the characters, mood, and plot.</p> <p>BookTaco Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL3.4. | <p>Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3).</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> |
| EXPECTATION | 5.RL3.5. | <p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL3.6. | <p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9 ; L.5.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> |

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| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Craft and Structure |
| INDICATOR / PROFICIENCY LEVEL | RL4.CCR | Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| OBJECTIVE | 5.RL4. | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| EXPECTATION | 5.RL4.1. | <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS L.5.4a)</p> <p>BookTaco Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p>Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p>Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> |
| EXPECTATION | 5.RL4.5. | <p>Explain the difference between the denotation and the connotation of a specific word.</p> <p>BookTaco Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> |
| EXPECTATION | 5.RL4.6. | <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5c.)</p> <p>BookTaco Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| EXPECTATION | 5.RL4.9. | <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases in context. (CCSS L.5.4c)</p> <p>BookTaco Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Craft and Structure |
| INDICATOR / PROFICIENCY LEVEL | RL5.CCR | Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| OBJECTIVE | 5.RL5. | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| EXPECTATION | 5.RL5.1. | <p>Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their structure (e.g., chapter, scene, stanza) (See CCSS W.5.9; L.5.6).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters</p> |

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| | | <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL5.4. | <p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2).</p> <p>BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL5.5. | <p>Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3).</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Craft and Structure |
| INDICATOR / PROFICIENCY LEVEL | RL6.CCR | Anchor Standard: Assess how point of view or purpose shapes the content and style of a text. |
| OBJECTIVE | 5.RL6. | Describe how a narrator's or speaker's point of view influences how events are described. |
| EXPECTATION | 5.RL6.1. | <p>Analyze word choice to determine the point of view of a literary text, including the way in which the narrator tells the story (e.g., in an amusing way, in a serious way, etc.).</p> <p>BookTaco Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> |
| EXPECTATION | 5.RL6.2. | <p>Explain the effect of the narrator's or the speaker's point of view on other elements of the text (e.g., events, characters, etc.).</p> <p>BookTaco Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> |

| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
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| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | RL7.CCR | Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| OBJECTIVE | 5.RL7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| EXPECTATION | 5.RL7.5. | <p>Support inferences and conclusions with relevant textual evidence.</p> <p><u>BookTaco</u> Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p>Book Quiz Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL7.6. | <p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2).</p> <p><u>BookTaco</u> Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story</p> |

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| | | Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story. |
| EXPECTATION | 5.RL.7.7. | Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9; L.5.6). BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story. |
| EXPECTATION | 5.RL.7.8. | Participate actively and appropriately in discussions about literary text (See CCSS 4 SL.4.1-3). BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | RL9.CCR | Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| OBJECTIVE | 5.RL9. | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| EXPECTATION | 5.RL9.2. | Support inferences about the relationship between text features with relevant textual evidence. BookTaco Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story. |

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| EXPECTATION | 5.RL9.3. | <p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2).</p> <p><u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.</p> |
| EXPECTATION | 5.RL9.4. | <p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9; L.5.6).</p> <p><u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.</p> |
| STRAND / TOPIC / STANDARD | MD.RL. | Standards for Reading Literature (RL) |
| TOPIC / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / PROFICIENCY LEVEL | RL10.CC R. | Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently. |
| OBJECTIVE | 5.RL10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| EXPECTATION | 5.RL10.2. | <p>Demonstrate understanding of assigned literary texts of steadily increasing complexity.</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 Quiz</u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <u>Book Review</u></p> |

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| | | <p>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p>Compare & Contrast Characters Template and word bank for the analysis of two characters' similarities and differences.</p> <p>Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p>Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p>Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p>Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p>Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Key Ideas and Details |
| INDICATOR / PROFICIENCY LEVEL | RI1.CCR. | Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| OBJECTIVE | 5.RI1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| EXPECTATION | 5.RI1.2. | <p>Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.5.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize.</p> <p>BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p>Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI1.3. | <p>Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS 5 SL.5.4, 6; MD SLM 4-5 4A.2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text.</p> <p>BookTaco Book Notes</p> |

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| | | <p>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p>Book Quiz Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p>Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p>Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI1.5. | <p>Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI1.7. | <p>Participate actively and appropriately in discussions about informational text (See CCSS 5 SL.5.1-3).</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p>Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Key Ideas and Details |
| INDICATOR / PROFICIENCY LEVEL | RI2.CCR. | Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| OBJECTIVE | 5.RI2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| EXPECTATION | 5.RI2.2. | <p>Paraphrase key details or information.</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p>Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p>Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI2.3. | <p>Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text (See CCSS RL.5.2; W.5.9; SL.5.4, 6).</p> |

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| | | <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI.2.4. | <p>Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI.2.5. | <p>Participate actively and appropriately in discussions about informational texts (See CCSS SL.5.1-3).</p> <p>BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Key Ideas and Details |
| INDICATOR / PROFICIENCY LEVEL | RI3.CCR. | Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text. |
| OBJECTIVE | 5.RI3. | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| EXPECTATION | 5.RI3.1. | <p>Connect and explain types of relationships (See CCSS RL.3.2).</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI3.2. | <p>Apply content knowledge to determine relationships in an informational text.</p> <p>BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI3.3. | Use text-relevant information and language to explain connections between |

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| | | <p>and/or among events, ideas or concepts, and steps in a text.</p> <p><u>BookTaco</u> Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| EXPECTATION | 5.RI3.6. | <p>See also MD SLM 4-5 4.0, as needed.</p> <p><u>BookTaco</u> Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Craft and Structure |
| INDICATOR / PROFICIENCY LEVEL | RI4.CCR. | Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| OBJECTIVE | 5.RI4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| EXPECTATION | 5.RI4.1. | <p>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS L.5.4a)</p> <p><u>BookTaco</u> Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Sentence Completion Matching exercise challenges the understanding of the appropriate contextual usage of the words. Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage. Word Jumble Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> |
| EXPECTATION | 5.RI4.3. | <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS L.5.4c, See MD TL 5 3C)</p> <p><u>BookTaco</u> Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
| EXPECTATION | 5.RI4.6. | <p>Explain the difference between the denotation and the connotation of a specific word.</p> <p><u>BookTaco</u> Definition Matching Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> |
| EXPECTATION | 5.RI4.7. | <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5c)</p> <p><u>BookTaco</u> Word Introduction Introduction to definitions, synonyms, antonyms and contextual usage.</p> |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / | | Craft and Structure |

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| INDICATOR | | |
| INDICATOR / PROFICIENCY LEVEL | RI5.CCR. | Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| OBJECTIVE | 5.RI5. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| EXPECTATION | 5.RI5.1. | Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts. <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.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Craft and Structure |
| INDICATOR / PROFICIENCY LEVEL | RI6.CCR. | Anchor Standard: Assess how point of view or purpose shapes the content and style of a text. |
| OBJECTIVE | 5.RI6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| EXPECTATION | 5.RI6.2. | Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic. <u>BookTaco</u> <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| EXPECTATION | 5.RI6.3. | Draw conclusions about the effect of different types of accounts on the same event or topic. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Quiz</u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| EXPECTATION | 5.RI6.4. | Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.5.1-2.). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / | RI7.CCR. | Anchor Standard: Integrate and evaluate content presented in diverse media |

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| PROFICIENCY LEVEL | | and formats, including visually and quantitatively, as well as in words. |
| OBJECTIVE | 5.RI7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| EXPECTATION | 5.RI7.1. | Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. <u>BookTaco</u> Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 5.RI7.2. | Apply an understanding of text features to navigate efficiently between and among texts. <u>BookTaco</u> Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 5.RI7.3. | See CCSS W.5.7-9 in the CCSC Framework for further application. <u>BookTaco</u> Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| 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 | 5.RI8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| EXPECTATION | 5.RI8.2. | Connect specific pieces of evidence to the corresponding point supported by the evidence. <u>BookTaco</u> Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | R19.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 | 5.RI9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| EXPECTATION | 5.RI9.1. | Synthesize the main points and key details in several texts on the same topic (See CCSS W.5.9b; SL.5.4-6). <u>BookTaco</u> Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report |

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| | | Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| EXPECTATION | 5.RI9.2. | Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.5.9.) BookTaco Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| STRAND / TOPIC / STANDARD | MD.RI. | Standards for Reading Informational Text (RI) |
| TOPIC / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / PROFICIENCY LEVEL | RI10.CC R. | Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently. |
| OBJECTIVE | 5.RI10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |
| EXPECTATION | 5.RI10.2. | Demonstrate understanding of assigned informational texts of steadily increasing complexity. BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. Book Quiz Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. Book Review Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Reading Log Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch. |
| STRAND / TOPIC / STANDARD | MD.RF. | Standards for Reading Foundational Skills (RF) |
| TOPIC / INDICATOR | | Fluency |
| INDICATOR / PROFICIENCY LEVEL | 5.RF4. | Read with sufficient accuracy and fluency to support comprehension. |
| OBJECTIVE | 5.RF4.a. | Read on-level text with purpose and understanding. |

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| EXPECTATION | 5.RF4.a.2 | Adjust reading rate to purpose for reading. <u>BookTaco</u> <u>Reading Log</u> Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch. |
| EXPECTATION | 5.RF4.a.4. | Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>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. |
| STRAND / TOPIC / STANDARD | MD.RF. | Standards for Reading Foundational Skills (RF) |
| TOPIC / INDICATOR | | Fluency |
| INDICATOR / PROFICIENCY LEVEL | 5.RF4. | Read with sufficient accuracy and fluency to support comprehension. |
| OBJECTIVE | 5.RF4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| EXPECTATION | 5.RF4.c.2 | Use context clues, sentence structure, and visual clues to guide self-correction. <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. <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. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Text Types and Purposes |
| INDICATOR / PROFICIENCY LEVEL | W1.CCR. | Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| OBJECTIVE | 5.W1-a. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| EXPECTATION | 5.W1-a.1. | Apply the prewriting and planning stages of the writing process, including: formulating an opinion; generating support that includes facts and details (See MD SLM 4-5 2A1, as needed); paraphrasing when taking notes from |

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| | | sources (See MD SLM 2-3 4A); grouping support logically by categories or ideas; linking the support to the writing purpose (See CCSS W.5.4, W.5.5, W.5.6). <u>BookTaco</u> Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Text Types and Purposes |
| INDICATOR / PROFICIENCY LEVEL | W1.CCR. | Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| OBJECTIVE | 5.W1-d. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented. |
| EXPECTATION | 5.W1-d.1. | Draft a conclusion that paraphrases the opinion or point of view (See CCSS W.5.4, W.5.6). <u>BookTaco</u> Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| EXPECTATION | 5.W1-d.3. | Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1). <u>BookTaco</u> Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Text Types and Purposes |
| INDICATOR / PROFICIENCY LEVEL | W2.CCR. | Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| OBJECTIVE | 5.W2-a. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | 5.W2-a.1. | Apply the prewriting stage of the writing process: gather information on a topic – synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed); paraphrase when taking notes from sources; formulate a controlling idea or thesis; organize information by paragraphs or sections with topic sentences or controlling ideas; select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.5.4, W.5.5, W.5.6, W.5.7). <u>BookTaco</u> Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| STRAND / TOPIC | MD.W. | Standards for Writing (W) |

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| TOPIC / INDICATOR | | Text Types and Purposes |
| INDICATOR / PROFICIENCY LEVEL | W2.CCR. | Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| OBJECTIVE | 5.W2-e. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section related to the information or explanation presented. |
| EXPECTATION | 5.W2-e.3. | Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1). <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. |
| 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 | 5.W3-e. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events. |
| EXPECTATION | 5.W3-e.3. | Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 5 3B1, 4B1). <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / PROFICIENCY LEVEL | W6.CCR. | Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| OBJECTIVE | 5.W6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| EXPECTATION | 5.W6.10. | Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable. <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / PROFICIENCY LEVEL | W7.CCR. | Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| OBJECTIVE | 5.W7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| EXPECTATION | 5.W7.7. | Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) <u>BookTaco</u> <u>Book Notes</u> |

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| | | Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 5.W7.8. | Paraphrase when taking notes from sources (See MD SLM 4-5 4A). BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / PROFICIENCY LEVEL | W8.CCR. | Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| OBJECTIVE | 5.W8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| EXPECTATION | 5.W8.2. | Find data and/or information within a variety of sources. (MD SLM 4-5 3A1) BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 5.W8.3. | Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need). (MD SLM 4-5 3C1) BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 5.W8.4. | Paraphrase when taking notes from sources to avoid plagiarism (See MD SLM 4-5 4A). BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| EXPECTATION | 5.W8.5. | Evaluate and analyze the quality, accuracy, and sufficiency of notes. (MD SLM 4-5 4A1) BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 5.W8.6. | Sort evidence into specified categories. (MD SLM 4-5 4A2) BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| EXPECTATION | 5.W8.8. | Synthesize information within and across sources. (MD SLM 4-5 4B1) BookTaco Book Notes Opportunity for students to submit their thoughts, feelings, insight and |

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| | | observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / PROFICIENCY LEVEL | W9.CCR. | Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| OBJECTIVE | 5.W9-a. | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research – Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</p> <p><u>BookTaco</u> Chapter Notes One page chapter notes organizer helps students organize characters and events for each chapter read. Compare & Contrast Characters Template and word bank for the analysis of two characters’ similarities and differences. Draw It! Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. Plot Diagram Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. Point Of View! Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. Retell The Story Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. Story Mapping The describe the characters, setting, beginning, middle and end of the story.</p> |
| STRAND / TOPIC / STANDARD | MD.W. | Standards for Writing (W) |
| TOPIC / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / PROFICIENCY LEVEL | W9.CCR. | Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| OBJECTIVE | 5.W9-b. | Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |
| EXPECTATION | 5.W9-b.1. | <p>Write in response to grade-level print, nonprint, and digital literary or informational text(s).</p> <p><u>BookTaco</u> Nonfiction 3-2-1 Fun Nonfiction graphic organizer helps students organize their understanding of a book or text. Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Paragraph Writing Prompts Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> |
| STRAND / TOPIC / STANDARD | MD.SL. | Standards for Speaking and Listening (SL) |
| TOPIC / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / PROFICIENCY LEVEL | 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. |
| OBJECTIVE | 5.SL1-a. | Engage effectively in a range of collaborative discussions (one-on-one, in |

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| | | groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | 5.SL1-a.2. | Collect information using a variety of multi-media resources, e.g., books, interviews, and technology (See MD TL 5 5A1.f as needed). BookTaco Nonfiction Book Report Great activity to get your students reading for information allowing for assessment of understanding and comprehension. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 5.SL1-a.4. | Access prior knowledge and experiences to extend the topic. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 5.SL1-a.5. | Use relevant information to engage in discussion. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| STRAND / TOPIC / STANDARD | MD.SL. | Standards for Speaking and Listening (SL) |
| TOPIC / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / PROFICIENCY LEVEL | 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. |
| OBJECTIVE | 5.SL1-b. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 5.SL1-b.1. | Collaborate with peers to create rules to ensure respectful group discussions. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| EXPECTATION | 5.SL1-b.5. | Contribute to a learning community. (MD SLM 4-5 5 A2.a) BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| STRAND / TOPIC / STANDARD | MD.SL. | Standards for Speaking and Listening (SL) |
| TOPIC / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / PROFICIENCY | SL1.CCR. | Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' |

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| LEVEL | | ideas and expressing their own clearly and persuasively. |
| OBJECTIVE | 5.SL1-c. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| EXPECTATION | 5.SL1-c.3. | During/after discussion, confirm, dispute, and/or change ideas on the topic. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| STRAND / TOPIC / STANDARD | MD.SL. | Standards for Speaking and Listening (SL) |
| TOPIC / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / PROFICIENCY LEVEL | 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. |
| OBJECTIVE | 5.SL1-d. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| EXPECTATION | 5.SL1-d.1. | Listen to identify topic and key ideas of speakers. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. Nonfiction Text Features Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| STRAND / TOPIC / STANDARD | MD.SL. | Standards for Speaking and Listening (SL) |
| TOPIC / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / PROFICIENCY LEVEL | SL6.CCR. | Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| OBJECTIVE | 5.SL6. | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) |
| EXPECTATION | 5.SL6.2. | Recognize and speak appropriately for audience, environment, and purpose. BookTaco Book Talk Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| STRAND / TOPIC / STANDARD | MD.L. | Standards for Language (L) |
| TOPIC / INDICATOR | | Conventions of Standard English |
| INDICATOR / PROFICIENCY LEVEL | L1.CCR. | Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| OBJECTIVE | 5.L1-a. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| EXPECTATION | 5.L1-a.1. | Differentiate between a sentence, a phrase, and a clause. BookTaco Sample Unscramble Sentence These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. Sentence Completion |

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| | | Matching exercise challenges the understanding of the appropriate contextual usage of the words. |
| STRAND / TOPIC / STANDARD | MD.L. | Standards for Language (L) |
| TOPIC / INDICATOR | | Conventions of Standard English |
| INDICATOR / PROFICIENCY LEVEL | L2.CCR. | Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| OBJECTIVE | 5.L2-e. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed. |
| EXPECTATION | 5.L2-e.1. | <p>Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.</p> <p><u>BookTaco</u> Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p> |
| EXPECTATION | 5.L2-e.2. | <p>Use knowledge of word structure and word origins to spell grade-appropriate words.</p> <p><u>BookTaco</u> Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p> |
| EXPECTATION | 5.L2-e.4. | <p>Use word processing prompts when appropriate to correct spelling of grade-appropriate words.</p> <p><u>BookTaco</u> Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p> |
| EXPECTATION | 5.L2-e.5. | <p>Analyze writing models for correct spelling.</p> <p><u>BookTaco</u> Hear It Say It Write It Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p> |
| STRAND / TOPIC / STANDARD | MD.L. | Standards for Language (L) |

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| TOPIC / INDICATOR | | Knowledge of Language |
| INDICATOR / PROFICIENCY LEVEL | L3.CCR. | Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| OBJECTIVE | 5.L3-a. | Use knowledge of language and its conventions when writing, speaking, reading, or listening – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| EXPECTATION | 5.L3-a.1. | Demonstrate command of conventions of standard English grammar and usage (See CCSS L.5.1). <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| STRAND / TOPIC / STANDARD | MD.L. | Standards for Language (L) |
| TOPIC / INDICATOR | | Knowledge of Language |
| INDICATOR / PROFICIENCY LEVEL | L3.CCR. | Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| OBJECTIVE | 5.L3-b. | Use knowledge of language and its conventions when writing, speaking, reading, or listening – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| EXPECTATION | 5.L3-b.1. | Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods. <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <u>Book Quiz</u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story. |
| STRAND / TOPIC / STANDARD | MD.L. | Standards for Language (L) |

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| TOPIC / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / PROFICIENCY LEVEL | L4.CCR. | Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| OBJECTIVE | 5.L4-a. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | 5.L4-a.1. | <p>Use relationship of ideas in the text to determine meaning of a word or phrase.</p> <p><u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> |
| EXPECTATION | 5.L4-a.2. | <p>Connect prior knowledge and experiences to determine the meaning of a word or phrase.</p> <p><u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> |
| EXPECTATION | 5.L4-a.3. | <p>Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.</p> <p><u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><u>Compare & Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</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>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.</p> |
| STRAND / TOPIC / STANDARD | MD.L. | Standards for Language (L) |
| TOPIC / INDICATOR | | Vocabulary Acquisition and Use |

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| INDICATOR / PROFICIENCY LEVEL | L4.CCR. | Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| OBJECTIVE | 5.L4-c. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content – Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| EXPECTATION | 5.L4-c.3. | Use the context in which words are used to choose among possible meanings. <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. |
| 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 | 5.L5-c. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| EXPECTATION | 5.L5-c.1. | Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words. <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. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| EXPECTATION | 5.L5-c.2. | Use knowledge of nuances to determine precise words as needed for speaking and writing. <u>BookTaco</u> <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. |
| 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 | 5.L6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| EXPECTATION | 5.L6.1. | Through modeling and exposure to a variety of grade-appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words. <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. |

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| EXPECTATION | 5.L6.2. | <p>Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other’s ideas and expressing their own clearly (See CCSS SL.5.1).</p> <p><u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><u>Nonfiction Text Features</u> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p> |
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