

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

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 7

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade: 7 - Adopted: 2014**

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL1.CCR</b>	<b>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.</b>
<b>OBJECTIVE</b>	<b>7.RL1.</b>	<b>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>EXPECTATION</b>	<b>7.RL1.2.</b>	<p>Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.</p> <p><u><a href="#">BookTaco</a></u> <u><a href="#">Book Talk</a></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><a href="#">Paragraph Writing Prompts</a></u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><u><a href="#">Retell The Story</a></u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><u><a href="#">Story Mapping</a></u> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>EXPECTATION</b>	<b>7.RL1.3.</b>	<p>Demonstrate comprehension of a text with after reading strategies by: explaining the main ideas; identifying what is directly stated in the text; drawing inferences; drawing conclusions; verifying or adjusting predictions; making new predictions; paraphrasing and summarizing (See MD SLM 6-8 4A2.b); making connections between the text and oneself.</p> <p><u><a href="#">BookTaco</a></u> <u><a href="#">Book Notes</a></u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><u><a href="#">Book Quiz</a></u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><u><a href="#">Book Review</a></u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><u><a href="#">Book Talk</a></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><a href="#">Chapter Notes</a></u> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><u><a href="#">Compare &amp; Contrast Characters</a></u> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><u><a href="#">Draw It!</a></u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><u><a href="#">Paragraph Writing Prompts</a></u></p>

		<p>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL1.4.	<p>Determine and state multiple pieces of evidence that confirms the important ideas and messages of a literary text.</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL1.5.	<p>Identify multiple pieces of evidence to suggest logically what might be true about characters, setting, plot, etc.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL1.6.	<p>Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts (See CCSS L.7.5b).</p>

		<a href="#">BookTaco</a> <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	7.RL1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.7.5c).  <a href="#">BookTaco</a> <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	7.RL1.8.	Participate actively and appropriately in discussions about literary texts (See CCSS SL.7.1 and SL.7.3).  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	7.RL1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)  <a href="#">BookTaco</a> <a href="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	7.RL1.10.	Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.7.6).  <a href="#">BookTaco</a> <a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read. <a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and differences. <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Plot Diagram</a> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL2.CCR</b>	<b>Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>OBJECTIVE</b>	<b>7.RL2.</b>	<b>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</b>
EXPECTATION	7.RL2.1.	Track and examine significant details of character and plot development, repeated words, ideas, and/or symbols through a text.  <a href="#">BookTaco</a> <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <a href="#">Chapter Notes</a> One page chapter notes organizer helps students organize characters and events for each chapter read. <a href="#">Compare &amp; Contrast Characters</a> Template and word bank for the analysis of two characters' similarities and

		<p>differences.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL2.2.	<p>Present details and examples in a focused, coherent manner (See CCSS SL.7.4).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL2.3.	<p>Use significant details of character and plot development, repeated words, ideas, and/or symbols to formulate a theme.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL2.4.	<p>Paraphrase in order to state or compose an unbiased summary that includes events from the beginning, middle, and end of a text.</p> <p><b>BookTaco</b> <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>

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EXPECTATION	7.RL2.5.	<p>Use a variety of transition words to convey sequence (See CCSS W.7.3c).</p> <p><b>BookTaco</b> <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL2.6.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	7.RL2.7.	<p>Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.7.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
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<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL3.CCR</b>	<b>Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.</b>
<b>OBJECTIVE</b>	<b>7.RL3.</b>	<b>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b>
EXPECTATION	7.RL3.1.	<p>Examine and discuss the basic elements of plot structure and characterization.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>

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EXPECTATION	7.RL3.3.	<p>Make connections between or among elements of plot or drama structure and characters to determine their effect upon each other.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL3.4.	<p>Use precise words and descriptive details to convey events (See CCSS W.7.3d).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL3.5.	<p>Use evidence from a literary text to support analysis (See CCSS W.7.9).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>

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EXPECTATION	7.RL3.6.	<p>Present claims emphasizing the most important points supported by pertinent descriptions and details (See CCSS SL.7.4).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL3.7.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	7.RL3.8.	<p>Use appropriate academic or domain-specific words correctly when writing about or discussing literature (See CCSS L.7.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
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<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	7.RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<b>EXPECTATION</b>	7.RL4.3.	Use evidence from a literary text to determine tone.  <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>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.
<b>EXPECTATION</b>	7.RL4.4.	Use context as a clue to the meaning of words and phrases (See CCSS L.7.4a).  <u>BookTaco</u> <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.
<b>EXPECTATION</b>	7.RL4.7.	Demonstrate an understanding of figurative language and connotation (See CCSS L.7.5a, L.7.5c).  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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.
<b>OBJECTIVE</b>	7.RL5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<b>EXPECTATION</b>	7.RL5.3.	Analyze how elements of a literary text interact (See CCSS RL.7.3).  <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u>



		<p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL5.4.	<p>Use evidence from literary texts to support analysis of a drama's or poem's form or structure (See CCSS W.7.9).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL6.CCR</b>	<b>Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.</b>
<b>OBJECTIVE</b>	<b>7.RL6.</b>	<b>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b>
EXPECTATION	7.RL6.1.	<p>Apply knowledge of point of view and characterization to determine multiple narrators.</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Story Mapping</b></p>

		The describe the characters, setting, beginning, middle and end of the story.
EXPECTATION	7.RL6.2.	<p>Explain how multiple narrators/speakers are alike and different.</p> <p><u>BookTaco</u>  <a href="#">Compare &amp; Contrast Characters</a>  Template and word bank for the analysis of two characters' similarities and differences.  <a href="#">Point Of View!</a>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
EXPECTATION	7.RL6.3.	<p>Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text.</p> <p><u>BookTaco</u>  <a href="#">Compare &amp; Contrast Characters</a>  Template and word bank for the analysis of two characters' similarities and differences.  <a href="#">Point Of View!</a>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
EXPECTATION	7.RL6.4.	<p>Analyze inferences drawn from a literary text (See CCSS RL 7.1).</p> <p><u>BookTaco</u>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Quiz</a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <a href="#">Point Of View!</a>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
EXPECTATION	7.RL6.5.	<p>Use dialogue to develop characters (See CCSS W.7.1b).</p> <p><u>BookTaco</u>  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Chapter Notes</a>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <a href="#">Compare &amp; Contrast Characters</a>  Template and word bank for the analysis of two characters' similarities and differences.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <a href="#">Plot Diagram</a>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.  <a href="#">Point Of View!</a>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.  <a href="#">Story Mapping</a>  The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL6.6.	<p>Use vocabulary knowledge when considering words and phrases important to comprehension (See CCSS L.7.6).</p> <p><u>BookTaco</u>  <a href="#">Chapter Notes</a></p>

		<p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a></p> <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a></p> <p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Plot Diagram</a></p> <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#">Point Of View!</a></p> <p>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><a href="#">Retell The Story</a></p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a></p> <p>The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL7.CCR</b>	<b>Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>
<b>OBJECTIVE</b>	<b>7.RL7.</b>	<b>Compare and contrast a written drama, story, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</b>
<b>EXPECTATION</b>	<b>7.RL7.3.</b>	<p><b>Demonstrate knowledge of techniques available to produce an audio, filmed, or staged version of a literary text.</b></p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>EXPECTATION</b>	<b>7.RL7.6.</b>	<p><b>Support ideas with relevant evidence (See CCSS W.7.1b).</b></p> <p><a href="#">BookTaco</a></p> <p><a href="#">Chapter Notes</a></p> <p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a></p> <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a></p> <p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Paragraph Writing Prompts</a></p> <p>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Plot Diagram</a></p> <p>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><a href="#">Point Of View!</a></p> <p>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><a href="#">Retell The Story</a></p> <p>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><a href="#">Story Mapping</a></p> <p>The describe the characters, setting, beginning, middle and end of the story.</p>
<b>EXPECTATION</b>	<b>7.RL7.7.</b>	<p><b>Use evidence from literary texts to support reflection (See CCSS W.7.9).</b></p> <p><a href="#">BookTaco</a></p> <p><a href="#">Chapter Notes</a></p> <p>One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a></p> <p>Template and word bank for the analysis of two characters' similarities and differences.</p> <p><a href="#">Draw It!</a></p>

		<p>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL7.9.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	7.RL7.10.	<p>Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.7.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL9.CCR</b>	<b>Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>OBJECTIVE</b>	<b>7.RL9.</b>	<b>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</b>
EXPECTATION	7.RL9.5.	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.7.1)</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p>

		<p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL9.6.	<p>Use evidence from literary and informational texts to support analysis and reflection (See CCSS W.7.9).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	7.RL9.7.	<p>Present findings using pertinent details and facts (See CCSS SL.7.4).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p>

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EXPECTATION	7.RL9.8.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><b>BookTaco</b> <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	7.RL9.9.	<p>Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.7.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RL.</b>	<b>Standards for Reading Literature (RL)</b>
<b>TOPIC / INDICATOR</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL10.CC R.</b>	<b>Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.</b>
<b>OBJECTIVE</b>	<b>7.RL10.</b>	<b>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
EXPECTATION	7.RL10.2.	<p>Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and</p>

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EXPECTATION	7.RL10.4.	<p>(See MD SLM 6-8 6.0)</p> <p><b>BookTaco</b> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RI.1.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	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	7.RI.1.2.	<p>Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	7.RI.1.3.	<p>Demonstrate comprehension of a text with after reading strategies by: explaining the central ideas; identifying what is directly stated in the text; drawing inferences; drawing conclusions; verifying or adjusting predictions; making new predictions; paraphrasing and summarizing (See MD SLM 6-8 4A2.b); making connections between the text and oneself.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Quiz</a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	7.RI.1.4.	<p>Determine and state multiple pieces of evidence that confirm the meaning of an informational text.</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	7.RI.1.5.	<p>Identify multiple pieces of evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <a href="#">Nonfiction Book Report</a></p>



		<p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a></p> <p>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	7.RI1.6.	<p>Use relationships between words for understanding (See CCSS L.7.5b).</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Definition Matching</a></p> <p>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><a href="#">Sample Unscramble Sentence</a></p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Sentence Completion</a></p> <p>Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><a href="#">Vocabulary Test</a></p> <p>Final assessment module featuring multiple choice environment.</p> <p><a href="#">Word Introduction</a></p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a></p> <p>Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><a href="#">Word Ladder</a></p> <p>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
EXPECTATION	7.RI1.7.	<p>Distinguish between connotations and denotations of words for understanding (See CCSS L.7.5c).</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Definition Matching</a></p> <p>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
EXPECTATION	7.RI1.8.	<p>Participate actively and appropriately in discussions about informational texts (See CCSS SL.7.1 and SL.7.3).</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	7.RI1.9.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Sample Unscramble Sentence</a></p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Word Introduction</a></p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	7.RI1.10.	<p>Use appropriate academic or domain-specific words when discussing or writing about informational texts (See CCSS L.7.6).</p> <p><a href="#">BookTaco</a></p> <p><a href="#">Nonfiction Book Report</a></p> <p>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
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	7.RI2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

EXPECTATION	7.RI2.1.	<p>Track and examine significant pieces of information developed throughout a text.</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	7.RI2.2.	<p>Present findings/information in a focused, coherent manner (See CCSS SL.7.4).</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	7.RI2.3.	<p>Synthesize significant information developed through the text to formulate two or more central ideas.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
EXPECTATION	7.RI2.4.	<p>Paraphrase to state or compose an unbiased summary that includes central ideas and significant supporting information for those ideas from across the text.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
EXPECTATION	7.RI2.6.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><a href="#">BookTaco</a>  <a href="#">Sample Unscramble Sentence</a>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.  <a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	7.RI2.7.	<p>Use appropriate academic or domain-specific words when discussing or writing about informational text (See CCSS L.7.6).</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Nonfiction Text Features</a></p>

		Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI3.CCR.</b>	<b>Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.</b>
<b>OBJECTIVE</b>	<b>7.RI3.</b>	<b>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</b>
<b>EXPECTATION</b>	<b>7.RI3.1.</b>	<p>Determine the purpose of an individual, event, or idea within an informational text.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <a href="#">Plot Diagram</a>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
<b>EXPECTATION</b>	<b>7.RI3.2.</b>	<p>Determine the relationships between or among individuals, events or ideas within a text.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.  <a href="#">Plot Diagram</a>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
<b>EXPECTATION</b>	<b>7.RI3.3.</b>	<p>Draw conclusions about the relationships among individuals, events, or ideas within a text.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.  <a href="#">Book Quiz</a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.  <a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>EXPECTATION</b>	<b>7.RI3.4.</b>	Examine the effect created by the relationships between or among individuals,

		<p>events or ideas within a text.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Plot Diagram</a>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
EXPECTATION	7.RI3.6.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><a href="#">BookTaco</a>  <a href="#">Sample Unscramble Sentence</a>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p>
EXPECTATION	7.RI3.8.	<p>See also MD SLM.6-8.4.0, as needed.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><a href="#">Plot Diagram</a>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI4.CCR.</b>	<b>Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>OBJECTIVE</b>	<b>7.RI4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</b>
EXPECTATION	7.RI4.2.	<p>Use context as a clue to the meaning of a word or phrase (See CCSS L.7.4a).</p> <p><a href="#">BookTaco</a>  <a href="#">Sample Unscramble Sentence</a>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Sentence Completion</a>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
EXPECTATION	7.RI4.5.	<p>Determine the suggested meaning of connotations of words that address the same technical meaning (See CCSS L.7.5c).</p>

		<u>BookTaco</u> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	7.RI4.7.	Gather vocabulary knowledge when considering a word or phrase important to comprehension (See CCSS L.7.6).  <u>BookTaco</u> <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI5.CCR.</b>	<b>Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
<b>OBJECTIVE</b>	<b>7.RI5.</b>	<b>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</b>
EXPECTATION	7.RI5.5.	Use evidence from informational texts to support analysis of text structure (See CCSS W.7.9).  <u>BookTaco</u> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI6.CCR.</b>	<b>Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.</b>
<b>OBJECTIVE</b>	<b>7.RI6.</b>	<b>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</b>
EXPECTATION	7.RI6.1.	Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).  <u>BookTaco</u> <b>Nonfiction 3-2-1 Fun</b> Nonfiction graphic organizer helps students organize their understanding of a book or text. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Nonfiction Text Features</b> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. <b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI7.CCR.</b>	<b>Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>
<b>OBJECTIVE</b>	<b>7.RI7.</b>	<b>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</b>

EXPECTATION	7.RI7.2.	<p>Draw conclusions about the positive and negative aspects of a text, audio, or visual version of the same text.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#">Book Quiz</a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	7.RI7.3.	<p>Determine how sound and sight affect the perception of words.</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Sample Unscramble Sentence</a>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p>
EXPECTATION	7.RI7.4.	<p>Support ideas with relevant evidence (See CCSS W.7.1b).</p> <p><a href="#">BookTaco</a>  <a href="#">Nonfiction 3-2-1 Fun</a>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><a href="#">Nonfiction Book Report</a>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><a href="#">Paragraph Writing Prompts</a>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.RI.</b>	<b>Standards for Reading Informational Text (RI)</b>
<b>TOPIC / INDICATOR</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI9.CCR.</b>	<b>Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>
<b>OBJECTIVE</b>	<b>7.RI9.</b>	<b>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</b>
EXPECTATION	7.RI9.3.	<p>Explain how conclusions drawn about information alters a reader's understanding of a topic.</p> <p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#">Book Quiz</a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
EXPECTATION	7.RI9.5.	Use evidence from informational texts to support analysis (See CCSS W.7.9).

		<p><u>BookTaco</u>  <b>Nonfiction 3-2-1 Fun</b>  Nonfiction graphic organizer helps students organize their understanding of a book or text.</p> <p><b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W1.CCR.</b>	<b>Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>OBJECTIVE</b>	<b>7.W1-a.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence – Introduce claim(s), acknowledge alternate claims, and organize the reasons and evidence logically.</b>
<b>EXPECTATION</b>	<b>7.W1-a.1.</b>	<p><b>Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS W.7.5): Gather information to support claims (See MD SLM 6-8 2A1, as needed).</b></p> <p><u>BookTaco</u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W1.CCR.</b>	<b>Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
<b>OBJECTIVE</b>	<b>7.W1-b.</b>	<b>Write arguments to support claims with clear reasons and relevant evidence – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b>
<b>EXPECTATION</b>	<b>7.W1-b.3.</b>	<p><b>Compose a draft of the body with attention to: effective organization of support for a claim or claims; subject-verb and pronoun-antecedent agreement (See CCSS L.7.2e); formation of complete sentences (See CCSS L.7.1f); selection of simple, compound, complex, or compound-complex sentences to show relationships among ideas (See CCSS L.7.1b); frequently confused words (See CCSS L.7.1g); spelling correctly (See CCSS L.7.2b); inappropriate shifts in pronoun number and person (See CCSS L.7.1c).</b></p> <p><u>BookTaco</u>  <b>Hear It Say It Write It</b>  Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Word Introduction</b>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><b>Word Ladder</b>  Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W2.CCR.</b>	<b>Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	7.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	7.W2-a.1.	Adapt planning and prewriting to address the demands of an informative text, including: refining the focus of a topic; gathering information on a specific topic (See MD SLM 6-8 2A1, as needed); examining information to determine the ideas and concepts; effectively organizing of information within an established structure (See CCSS W.6.5); including appropriate text features to aid understanding.  <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	7.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Develop the topic with relevant facts, definition, concrete details, quotations, or other information and examples.
EXPECTATION	7.W2-b.1.	Gather information about a topic and compare and contrast that information from a variety of reliable print and digital sources (See CCSS RI.7.7 & W.7.8).  <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	7.W2-b.2.	Determine the most appropriate information gathered from a variety of reliable sources (See MD SLM.6-8.2A1).  <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
EXPECTATION	7.W2-b.3.	Compose a draft of the body with attention to: effective organization of information (See CCSS W.7.5); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); subject-verb and pronoun antecedent agreement (See CCSS L.3.1f); formation of complete sentences (See CCSS L.4.1f); frequently confused words (See CCSS L.4.1g); recognition of variations from standard English and use of strategies to improve expression in conventional language (See CCSS L.6.1e); placement and function of phrases and clauses in sentences (See CCSS L.7.1a).  <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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	7.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use appropriate transitions to create cohesion and clarify



		the relationships among ideas and concepts.
EXPECTATION	7.W2-c.2.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCSS L.7.5b)  <u>BookTaco</u> <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	7.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W2-d.1.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS L.7.6)  <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <u>Retell The Story</u> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Story Mapping</u> The describe the characters, setting, beginning, middle and end of the story.
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	7.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.
EXPECTATION	7.W3-b.3.	Compose with attention to: subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f); choosing words and phrases for effect and to convey ideas precisely (See CCSS L.3.3a); formation of complete sentences (See CCSS L.4.1f); varying sentence patterns for meaning, reader/listener interest, and style (See CCSS L.7.3a); maintaining consistency in style and tone (See CCSS L.6.b); recognition of inappropriate shifts in pronoun number and person (See CCSS L.6.1c); choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (See CCSS L.7.3a).  <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary,

		sentence structure, and grammar.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W3.CCR.</b>	<b>Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
<b>OBJECTIVE</b>	<b>7.W3-d.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b>
<b>EXPECTATION</b>	<b>7.W3-d.1.</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS L.7.6)</p> <p><u><a href="#">BookTaco</a></u>  <b>Chapter Notes</b>  One page chapter notes organizer helps students organize characters and events for each chapter read.  <b>Compare &amp; Contrast Characters</b>  Template and word bank for the analysis of two characters' similarities and differences.  <b>Draw It!</b>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.  <b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.  <b>Plot Diagram</b>  Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.  <b>Point Of View!</b>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.  <b>Retell The Story</b>  Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.  <b>Sample Unscramble Sentence</b>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.  <b>Story Mapping</b>  The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W6.CCR.</b>	<b>Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>
<b>OBJECTIVE</b>	<b>7.W6.</b>	<b>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</b>
<b>EXPECTATION</b>	<b>7.W6.2.</b>	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS SL.7.5)</p> <p><u><a href="#">BookTaco</a></u>  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>EXPECTATION</b>	<b>7.W6.8.</b>	<p>Use technology to locate, evaluate, and organize information (See MD TL 7 5A1, 5B1).</p> <p><u><a href="#">BookTaco</a></u>  <b>Book Notes</b>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
<b>STRAND / TOPIC</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>

<b>/ STANDARD</b>		
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<b>OBJECTIVE</b>	7.W7.	Conduct short research projects to answer a question, drawing on several sources, and generating additional related, focused questions for further research and investigation.
<b>EXPECTATION</b>	7.W7.4.	Find data and/or information within a variety of print or digital sources (See MD SLM.6-8.3A1, 3A2, 3B1, 3C1, 3C2, 3C3).  <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>OBJECTIVE</b>	7.W8.	Gather relevant information from multiple print and digital sources; using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>EXPECTATION</b>	7.W8.3.	Take purposeful notes by direct quoting, paraphrasing, or drawing conclusions (See MD SLM.6-8.3C1.a, 3C1.b, 3C1.c, 3C1.d, 3C1.e, 3C1.f).  <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<b>EXPECTATION</b>	7.W8.4.	Evaluate and analyze the quality, accuracy, and sufficiency of notes (See MD SLM.6-8.4A1.a, 4A1.b, 4A1.c, 4A1.d, 4A1.e).  <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>OBJECTIVE</b>	7.SL1-a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly – Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>EXPECTATION</b>	7.SL1-a.1.	Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>EXPECTATION</b>	7.SL1-	Access prior knowledge to extend the topic under discussion.

	a.6.	<p><a href="#">BookTaco</a> <a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL1.CCR.</b>	<b>Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<b>OBJECTIVE</b>	<b>7.SL1-b.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly – Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</b>
<b>EXPECTATION</b>	<b>7.SL1-b.1.</b>	<p>Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.</p> <p><a href="#">BookTaco</a> <a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p>
<b>EXPECTATION</b>	<b>7.SL1-b.2.</b>	<p>Come to consensus on a framework for a collegial discussion.</p> <p><a href="#">BookTaco</a> <a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>EXPECTATION</b>	<b>7.SL1-b.3.</b>	<p>Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines.</p> <p><a href="#">BookTaco</a> <a href="#">Book Talk</a></p> <p>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Nonfiction Text Features</a></p> <p>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL1.CCR.</b>	<b>Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>
<b>OBJECTIVE</b>	<b>7.SL1-c.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly – Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</b>
<b>EXPECTATION</b>	<b>7.SL1-c.4.</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)</p> <p><a href="#">BookTaco</a> <a href="#">Sample Unscramble Sentence</a></p> <p>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Word Introduction</a></p> <p>Introduction to definitions, synonyms, antonyms and contextual usage.</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<b>OBJECTIVE</b>	7.SL1-d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly – Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>EXPECTATION</b>	7.SL1-d.2.	Adjust their opinions as necessary based on credible evidence.  <a href="#">BookTaco</a> <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>OBJECTIVE</b>	7.SL2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<b>EXPECTATION</b>	7.SL2.2.	Summarize, compare, draw conclusions about, and synthesize significant ideas found in print and non-print texts, including digital media.  <a href="#">BookTaco</a> <a href="#">Book Notes</a> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <a href="#">Book Quiz</a> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <a href="#">Book Review</a> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <a href="#">Book Talk</a> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <a href="#">Draw It!</a> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <a href="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. <a href="#">Point Of View!</a> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <a href="#">Retell The Story</a> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY</b>	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEVEL		
OBJECTIVE	7.SL3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
EXPECTATION	7.SL3.7.	Identify and explain errors in reasoning.  <u>BookTaco</u> <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	7.SL4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
EXPECTATION	7.SL4.1.	Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	7.SL4.2.	Address audience needs by including complete support and emphasizing the most important points in a coherent manner.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	7.SL4.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.7.1)  <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.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	7.SL5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
EXPECTATION	7.SL5.1.	Select or create multimedia and visual displays strategically for clarity that emphasizes claims and salient points (See MD SLM 6-8 5).  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
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	7.L2-b.	Demonstrate command of the conventions of standard English capitalization,

		punctuation, and spelling when writing – Spell correctly.
EXPECTATION	7.L2-b.2.	Use print, digital, and internalized knowledge resources to support correct spelling.  <u>BookTaco</u> <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience. <u>Word Ladder</u> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.
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	7.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EXPECTATION	7.L3-a.2.	Apply an understanding of denotation and connotation and their effect upon meaning in speech or writing.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	7.L3-a.4.	Analyze professional, peer, and their own writing or speech to determine the effect of word choice upon meaning.  <u>BookTaco</u> <u>Book Talk</u> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		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	7.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies – Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	7.L4-a.1.	Apply an understanding of the various types of context clues to determine word or phrase meaning.  <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <u>Sentence Completion</u> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage. <u>Word Jumble</u> Active and fun learning medium promoting language acquisition through contextual and visual experience.
EXPECTATION	7.L4-a.2.	Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.

		<p><a href="#">BookTaco</a>  <a href="#">Book Notes</a>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p> <p><a href="#">Book Quiz</a>  Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.</p> <p><a href="#">Book Review</a>  Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">Book Talk</a>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><a href="#">Draw It!</a>  Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.</p> <p><a href="#">Point Of View!</a>  Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L4.CCR.</b>	<b>Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>OBJECTIVE</b>	<b>7.L4-d.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b>
<b>EXPECTATION</b>	<b>7.L4-d.1.</b>	<p>Apply an understanding of the skills in L4 a-c to verify word meaning.</p> <p><a href="#">BookTaco</a>  <a href="#">Definition Matching</a>  Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p> <p><a href="#">Sample Unscramble Sentence</a>  These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><a href="#">Sentence Completion</a>  Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><a href="#">Vocabulary Test</a>  Final assessment module featuring multiple choice environment.</p> <p><a href="#">Word Introduction</a>  Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><a href="#">Word Jumble</a>  Active and fun learning medium promoting language acquisition through contextual and visual experience.</p> <p><a href="#">Word Ladder</a>  Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L5.CCR.</b>	<b>Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>OBJECTIVE</b>	<b>7.L5-b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</b>
<b>EXPECTATION</b>	<b>7.L5-b.1.</b>	<p>Apply an understanding of connections between words including synonym/antonym and analogy to a critical reading of a text.</p> <p><a href="#">BookTaco</a>  <a href="#">Word Introduction</a></p>



		Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	7.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.  <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	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	7.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
EXPECTATION	7.L5-c.1.	Apply an understanding of connotation to judge word choice.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	7.L5-c.2.	Use precise words to capture the action and convey experiences and events (See CCSS W.7.3d).  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	7.L5-c.3.	Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	7.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garner vocabulary knowledge when considering a word or phrase important to comprehension or expression.
EXPECTATION	7.L6.1.	Apply skills identified in CCSS L.7.4a, L.7.4b, L.7.4c, L.7.4d and L.7.5a, L.7.5b, L.7.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.  <u>BookTaco</u> <u>Chapter Notes</u> One page chapter notes organizer helps students organize characters and events for each chapter read. <u>Compare &amp; Contrast Characters</u> Template and word bank for the analysis of two characters' similarities and differences. <u>Draw It!</u> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Plot Diagram</u> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <u>Point Of View!</u>

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

**Retell The Story**

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

**Sample Unscramble Sentence**

These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.

**Story Mapping**

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

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