

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

**Secondary Criteria:** BookTaco

**Subject:** Language Arts

**Grade:** 8

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Language Arts**

**Grade: 8 - Adopted: 2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	8.RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	8.RL1.2.	<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><u><a href="#">BookTaco</a></u>  <a href="#">Book Talk</a>            Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</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>
EXPECTATION	8.RL1.3.	<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>  <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><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	8.RL1.4.	<p>Among multiple pieces of evidence, determine, select, and state the piece of evidence that confirms the meaning 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	8.RL1.5.	<p>Among multiple pieces of evidence identify the strongest piece of evidence that suggests 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	8.RL1.6.	<p>Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts (See CCSS L.8.5b).</p>

		<a href="#">BookTaco</a> <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage.
EXPECTATION	8.RL1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.8.5c).  <a href="#">BookTaco</a> <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
EXPECTATION	8.RL1.8.	Participate actively and appropriately in discussions about literary texts (See CCSS SL.8.1 and SL.8.3).  <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	8.RL1.9.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)  <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	8.RL1.10.	Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.8.6).  <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>8.RL2.</b>	<b>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</b>
EXPECTATION	8.RL2.1.	Determine the interaction among characters, setting, and plot 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	8.RL2.2.	<p>Present sound, valid reasoning and well-chosen details in a focused, coherent manner (See CCSS SL.8.4).</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	8.RL2.3.	<p>Examine the interaction of characters, setting, and plot to express 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	8.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	8.RL2.5.	<p>Use a variety of transition words to convey sequence (See CCSS W.8.3c).</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	8.RL2.6.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)</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	8.RL2.7.	<p>Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.8.6).</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>8.RL3.</b>	<b>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.</b>
EXPECTATION	8.RL3.1.	<p>Examine what a character in a story or drama thinks, says, or does.</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	8.RL3.2.	<p>Connect how a character's speech, thoughts, or action cause movement within the plot or drama.</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	8.RL3.3.	<p>Show how a character's speech or thoughts reflect the traits a character displays.</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	8.RL3.4.	<p>Use precise words and descriptive details to convey events (See CCSS W.8.3d).</p> <p><b>BookTaco</b> <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><b>Paragraph Writing Prompts</b> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p>
EXPECTATION	8.RL3.5.	<p>Use evidence from a literary text to support analysis (See CCSS W.8.9).</p> <p><b>BookTaco</b> <b>Chapter Notes</b></p>

		<p>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="#">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="#">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.</p>
EXPECTATION	8.RL3.6.	<p>Present claims emphasizing the most important points supported by pertinent descriptions and details (See CCSS SL.8.4).</p> <p><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="#">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="#">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.</p>
EXPECTATION	8.RL3.7.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)</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	8.RL3.8.	<p>Use appropriate academic or domain-specific words correctly when writing about or discussing literature (See CCSS L.8.6).</p> <p><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</p>

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<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>RL4.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>8.RL4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b>
<b>EXPECTATION</b>	<b>8.RL4.3.</b>	<p>Use context as a clue to the meaning of words and phrases (See CCSS L.8.4a).</p> <p><b>BookTaco</b> <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words.</p> <p><b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage.</p> <p><b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience.</p>
<b>EXPECTATION</b>	<b>8.RL4.6.</b>	<p>Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning (See CCSS L.8.5a, L.8.5c).</p> <p><b>BookTaco</b> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
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<b>TOPIC / INDICATOR</b>		<b>Craft and Structure</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL5.CCR</b>	<b>Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>
<b>OBJECTIVE</b>	<b>8.RL5.</b>	<b>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</b>
<b>EXPECTATION</b>	<b>8.RL5.2.</b>	<p>Explain how the structures of multiple texts are alike and different.</p> <p><b>BookTaco</b> <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>EXPECTATION</b>	<b>8.RL5.3.</b>	<p>Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written.</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>
<b>EXPECTATION</b>	<b>8.RL5.4.</b>	<p>Use evidence from literary texts to support a comparative analysis of text structures (See CCSS W.8.9).</p> <p><b>BookTaco</b> <b>Retell The Story</b></p>



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<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>8.RL6.</b>	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
<b>EXPECTATION</b>	<b>8.RL6.2.</b>	Compare and/or contrast one's own views to those of a character or characters.  <b>BookTaco</b> <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>EXPECTATION</b>	<b>8.RL6.3.</b>	Explain how shared or opposing points of view between a reader and character can generate a specific mood.  <b>BookTaco</b> <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>EXPECTATION</b>	<b>8.RL6.4.</b>	Analyze inferences drawn from a literary text (See CCSS RL.7.1).  <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. <b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <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>EXPECTATION</b>	<b>8.RL6.5.</b>	Use dialogue to develop characters (See CCSS W.8.1b).  <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. <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>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>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

		<p>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	8.RL.6.6.	<p>Use vocabulary knowledge when considering words and phrases important to comprehension (See CCSS L.8.6).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<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>8.RL7.</b>	<b>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</b>
EXPECTATION	8.RL7.4.	<p>Support ideas with relevant evidence (See CCSS W.8.1b).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>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>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution. <b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence. <b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details. <b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	8.RL7.5.	<p>Use evidence from literary texts to support analysis and reflection (See CCSS W.8.9).</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <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	8.RL7.7.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)</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	8.RL7.8.	<p>Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.8.6).</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>8.RL9.</b>	<b>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</b>
EXPECTATION	8.RL9.4.	<p>Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts.</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	8.RL9.5.	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS RL.8.1)</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	8.RL9.6.	<p>Use evidence from literary texts to support analysis and reflection (See CCSS W.8.9).</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></p>

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EXPECTATION	8.RL9.7.	<p>Present findings using relevant evidence and well-chosen details (See CCSS W.8.9).</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>
EXPECTATION	8.RL9.8.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)</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	8.RL9.9.	<p>Use appropriate academic or domain-specific words when discussing or writing about literature (See CCSS L.8.6).</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>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	8.RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.
EXPECTATION	8.RL10.2.	<p>Comprehend literary texts of steadily increasing complexity with scaffolding, as necessary.</p> <p><u><a href="#">BookTaco</a></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.</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="#">Chapter Notes</a>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p> <p><a href="#">Compare &amp; Contrast Characters</a>  Template and word bank for the analysis of two characters' similarities and differences.</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="#">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> <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> <p><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.</p> <p><a href="#">Story Mapping</a>  The describe the characters, setting, beginning, middle and end of the story.</p>
EXPECTATION	8.RL10.4.	<p>(See MD SLM 6-8 6.0)</p> <p><u><a href="#">BookTaco</a></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.</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="#">Chapter Notes</a>  One page chapter notes organizer helps students organize characters and events for each chapter read.</p>

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<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>RI1.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>8.RI1.</b>	<b>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>EXPECTATION</b>	<b>8.RI1.2.</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><b>BookTaco</b>  <b>Book Talk</b>  Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.</p> <p><b>Nonfiction Book Report</b>  Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Paragraph Writing Prompts</b>  Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.</p>
<b>EXPECTATION</b>	<b>8.RI1.3.</b>	<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><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>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</p>

		<p>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>
EXPECTATION	8.RI.1.4.	<p>Among multiple pieces of evidence determine, select, and state the piece of evidence that confirms 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	8.RI.1.5.	<p>Among multiple pieces of evidence identify the piece of evidence that suggests 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> 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	8.RI.1.6.	<p>Use relationships between words for understanding (See CCSS L.8.5b).</p> <p><a href="#">BookTaco</a> <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <a href="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <a href="#">Sentence Completion</a> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <a href="#">Vocabulary Test</a> Final assessment module featuring multiple choice environment. <a href="#">Word Introduction</a> Introduction to definitions, synonyms, antonyms and contextual usage. <a href="#">Word Jumble</a> Active and fun learning medium promoting language acquisition through contextual and visual experience. <a href="#">Word Ladder</a> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>
EXPECTATION	8.RI.1.7.	<p>Distinguish between connotations and denotations of words for understanding (See CCSS L.8.5c).</p> <p><a href="#">BookTaco</a> <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
EXPECTATION	8.RI.1.8.	<p>Participate actively and appropriately in discussions about informational texts (See CCSS SL.8.1 and SL.8.3).</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 Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.</p>
EXPECTATION	8.RI.1.9.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)</p> <p><a href="#">BookTaco</a></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>
EXPECTATION	8.RI1.10.	<p>Use appropriate academic or domain-specific words when drawing inferences (See CCSS L.8.6).</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>
<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>RI2.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>8.RI2.</b>	<b>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</b>
EXPECTATION	8.RI2.1.	<p>Determine and examine the relationships between and among ideas throughout a text.</p> <p><b>BookTaco</b>  <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>
EXPECTATION	8.RI2.2.	<p>Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner (See CCSS SL.8.4).</p> <p><b>BookTaco</b>  <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>
EXPECTATION	8.RI2.3.	<p>Synthesize relevant evidence to formulate a central idea.</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>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></p>

		Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <a href="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	8.RI2.4.	Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.  <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.
EXPECTATION	8.RI2.6.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)  <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	8.RI2.7.	Use appropriate academic or domain-specific words when discussing or writing about informational text (See CCSS L.8.6).  <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> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text. the connection between two individuals, events, ideas, or pieces of information in a text.
OBJECTIVE	8.RI3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
EXPECTATION	8.RI3.1.	Determine the likenesses or differences in the relationships between or among individuals, ideas, or events within an informational 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="#">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.
EXPECTATION	8.RI3.2.	Identify how the differences or likenesses between or among individuals, ideas, or events are revealed.  <a href="#">BookTaco</a> <a href="#">Book Review</a>

		<p>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.</p> <p><a href="#">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	8.RI3.3.	<p>Draw conclusions about the effectiveness of the methods used to present the likenesses or differences between or among individuals, ideas, or events.</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> <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	8.RI3.4.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)</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	8.RI3.6.	<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</p>

		the resolution.
<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>8.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 choices on meaning and tone, including analogies or allusions to other texts.</b>
<b>EXPECTATION</b>	<b>8.RI4.2.</b>	Use context as a clue to the meaning of a word or phrase (See CCSS L.8.4a).  <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.
<b>EXPECTATION</b>	<b>8.RI4.5.</b>	Determine the suggested meaning of connotations of words that address the same technical meaning (See CCSS L.8.5c).  <u>BookTaco</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
<b>EXPECTATION</b>	<b>8.RI4.7.</b>	Gather vocabulary knowledge when considering a word or phrase important to comprehension (See CCSS L.8.6).  <u>BookTaco</u> <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
<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>8.RI5.</b>	<b>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</b>
<b>EXPECTATION</b>	<b>8.RI5.6.</b>	Use evidence from an informational text to support analysis of paragraph structure (See CCSS W.8.9).  <u>BookTaco</u> <u>Nonfiction 3-2-1 Fun</u> Nonfiction graphic organizer helps students organize their understanding of a book or text. <u>Nonfiction Book Report</u> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <u>Paragraph Writing Prompts</u> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
<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</b>	<b>RI6.CCR.</b>	<b>Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.</b>

LEVEL		
OBJECTIVE	8.RI6.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
EXPECTATION	8.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.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	8.RI7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
EXPECTATION	8.RI7.1.	Draw conclusions about the positive and negative aspects of a text, audio, or visual version as a means of presentation.  <u>BookTaco</u> <b>Book Notes</b> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. <b>Book Quiz</b> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <b>Book Review</b> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <b>Book Talk</b> Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.
EXPECTATION	8.RI7.2.	Determine how sound and sight affect the perception of words.  <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.
EXPECTATION	8.RI7.4.	Use evidence from informational sources to support analysis and research (See CCSS W.8.9).  <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.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	R19.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	8.RI9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
EXPECTATION	8.RI9.4.	<p>Draw conclusions about the purpose of opposing facts or interpretation of the facts.</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	8.RI9.5.	<p>Use evidence from informational texts to support analysis (See CCSS W.8.9).</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>
EXPECTATION	8.RI9.6.	<p>Present findings using pertinent evidence (See CCSS SL.8.4).</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>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	8.W1-a.	Write arguments to support claims with clear reasons and relevant evidence – Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	8.W1-a.1.	<p>Adapt the prewriting stage of the writing process to an argument, including developing alternate claims (See CCSS W.8.5): Gather information to support claims (See MD SLM 6-8 2A1, as needed); Compare and contrast one's own claim or claims to all other claims (See CCSS RL.8.5).</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</p>

		ready for review and assessment.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
<b>TOPIC / INDICATOR</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<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>8.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>8.W1-b.3.</b>	<p>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.8.2e); formation of complete sentences (See CCSS L.8.1f); using verbs in the passive and active voice (See CCSS L.1b.8); frequently confused words (See CCSS L.8.1g); spelling correctly (See CCSS L.8.2c); recognition of inappropriate shifts in pronoun number and person (See CCSS L.8.1c).</p> <p><u>BookTaco</u>  <u>Hear It Say It Write It</u>  Word pronunciation with student modeling along with word writing in print or cursive.  <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.  <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.</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>
<b>OBJECTIVE</b>	<b>8.W2-a.</b>	<b>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 into broader categories; include formatting (e.g., headings) graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</b>
<b>EXPECTATION</b>	<b>8.W2-a.1.</b>	<p>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.</p> <p><u>BookTaco</u>  <u>Book Notes</u>  Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.</p>
<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>
<b>OBJECTIVE</b>	<b>8.W2-b.</b>	<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, well-chosen facts, definition, concrete details, quotations, or other information and examples.</b>
<b>EXPECTATION</b>	<b>8.W2-b.1.</b>	<b>Gather information about a topic and evaluate that information from a variety of</b>

		reliable print and digital sources (See CCSS RI.8.7, W.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	8.W2-b.2.	Determine the most effective 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	8.W2-b.3.	Compose a draft of the body with attention to: effective organization of information (See CCSS W.8.5); 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); function of gerunds, participles, and infinitives in sentences (See CCSS L.8.1a).  <u>BookTaco</u> <u>Sample Unscramble Sentence</u> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.
<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>
<b>OBJECTIVE</b>	<b>8.W2-c.</b>	<b>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 and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</b>
EXPECTATION	8.W2-c.2.	Use the relationship between particular words to better understand each of the words. (CCSS L.8.5b)  <u>BookTaco</u> <u>Word Introduction</u> Introduction to definitions, synonyms, antonyms and contextual usage.
<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>
<b>OBJECTIVE</b>	<b>8.W2-d.</b>	<b>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.</b>
EXPECTATION	8.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.8.6)  <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.



		<p><b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension.</p> <p><b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.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>8.W3-b.</b>	<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, and reflection to develop experiences, events, and/or characters.</b>
<b>EXPECTATION</b>	<b>8.W3-b.3.</b>	<p>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.6.3b); choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (See CCSS L.7.3a); using verbs in active and passive voice and conditional and subjunctive mood for effect (See CCSS L.8.3a).</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>
<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>8.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 actions and convey experiences and events.</b>
<b>EXPECTATION</b>	<b>8.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.8.6)</p> <p><b>BookTaco</b> <b>Chapter Notes</b> One page chapter notes organizer helps students organize characters and events for each chapter read. <b>Compare &amp; Contrast Characters</b> Template and word bank for the analysis of two characters' similarities and differences. <b>Draw It!</b> Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description. <b>Nonfiction Book Report</b> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <b>Plot Diagram</b> Students organize the elements of a narrative text by identifying the</p>

		<p>exposition, rising action, the climax, the main events of the falling action and the resolution.</p> <p><b>Point Of View!</b> Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.</p> <p><b>Retell The Story</b> Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.</p> <p><b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.</p> <p><b>Story Mapping</b> The describe the characters, setting, beginning, middle and end of the story.</p>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
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<b>TOPIC / INDICATOR</b>		<b>Production and Distribution of Writing</b>
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<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>
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<b>OBJECTIVE</b>	<b>8.W6.</b>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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<b>EXPECTATION</b>	<b>8.W6.2.</b>	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS SL.8.5)</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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<b>EXPECTATION</b>	<b>8.W6.8.</b>	<p>Use technology to locate, evaluate, and organize information (See MD TL 8 5A1, 5B1).</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>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
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<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W7.CCR.</b>	<b>Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>
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<b>OBJECTIVE</b>	<b>8.W7.</b>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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<b>EXPECTATION</b>	<b>8.W7.4.</b>	<p>Find data and/or information within a variety of print or digital sources (See MD SLM.6-8.3A1, 3A2, 3B1, 3C1, 3C2, 3C3).</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>
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<b>STRAND / TOPIC / STANDARD</b>	<b>MD.W.</b>	<b>Standards for Writing (W)</b>
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<b>TOPIC / INDICATOR</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W8.CCR.</b>	<b>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>
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<b>OBJECTIVE</b>	<b>8.W8.</b>	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.
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EXPECTATION	8.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).  <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="#">Paragraph Writing Prompts</a> Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.
EXPECTATION	8.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).  <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.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	8.SL1-a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 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.
EXPECTATION	8.SL1-a.1.	Demonstrate the behaviors of an effective student by completing and reflecting on assigned reading.  <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	8.SL1-a.6.	Access prior knowledge to extend the topic under discussion.  <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 Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	8.SL1-b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	8.SL1-b.1.	Apply self-monitoring strategies to establish and adjust appropriate tone, body language, and vocabulary.  <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	8.SL1-b.3.	Come to consensus on and monitor specific benchmarks to evaluate progress toward meeting discussion goals and deadlines.

		<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 Text Features</a> Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	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>	8.SL1-c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly – Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>EXPECTATION</b>	8.SL1-c.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)  <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.
<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>	8.SL1-d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly – Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>EXPECTATION</b>	8.SL1-d.2.	Examine and modify their opinions when credible evidence demands, explaining how new evidence effected the change.  <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>	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>OBJECTIVE</b>	8.SL3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>EXPECTATION</b>	8.SL3.3.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (See CCSC RI.8.6).  <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>EXPECTATION</b>	8.SL3.6.	Identify evidence that is irrelevant to the claim(s) and explain the effect of that

		evidence on the argument.  <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	8.SL3.7.	Identify and explain errors in reasoning and their effect on the argument.  <a href="#">BookTaco</a> <a href="#">Sentence Completion</a> Matching exercise challenges the understanding of the appropriate contextual usage of the words.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL4.CCR.</b>	<b>Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>
<b>OBJECTIVE</b>	<b>8.SL4.</b>	<b>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volumes, and clear pronunciation.</b>
EXPECTATION	8.SL4.1.	Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.  <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	8.SL4.2.	Justify the inclusion of evidence and details that most effectively present claims and emphasize important points.  <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	8.SL4.3.	Verify and explain the reasoning used to select and organize evidence and details.  <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	8.SL4.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)  <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.
<b>STRAND / TOPIC / STANDARD</b>	<b>MD.SL.</b>	<b>Standards for Speaking and Listening (SL)</b>
<b>TOPIC / INDICATOR</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL5.CCR.</b>	<b>Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>
<b>OBJECTIVE</b>	<b>8.SL5.</b>	<b>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</b>
EXPECTATION	8.SL5.1.	Select or create and justify the inclusion of multimedia and visual displays (See MD SLM 6-8 5).  <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.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>L2.CCR.</b>	<b>Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>OBJECTIVE</b>	<b>8.L2-c.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell correctly.</b>
<b>EXPECTATION</b>	<b>8.L2-c.2.</b>	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.
<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>8.L4-a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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.</b>
<b>EXPECTATION</b>	<b>8.L4-a.1.</b>	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.
<b>EXPECTATION</b>	<b>8.L4-a.2.</b>	Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.  <u>BookTaco</u> <u>Book Notes</u> Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher’s Reports page ready for review and assessment. <u>Book Quiz</u> Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity. <u>Book Review</u> Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. <u>Book Talk</u>

		<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><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>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>
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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>L5.CCR.</b>	<b>Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>OBJECTIVE</b>	<b>8.L5-b.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words to better understand each of the words.</b>
<b>EXPECTATION</b>	<b>8.L5-b.1.</b>	<p>Apply an understanding of connections between words to a critical reading of a text.</p> <p><u>BookTaco</u> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
<b>EXPECTATION</b>	<b>8.L5-b.2.</b>	<p>Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.</p> <p><u>BookTaco</u> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <b>Sample Unscramble Sentence</b> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <b>Sentence Completion</b> Matching exercise challenges the understanding of the appropriate contextual usage of the words. <b>Vocabulary Test</b> Final assessment module featuring multiple choice environment. <b>Word Introduction</b> Introduction to definitions, synonyms, antonyms and contextual usage. <b>Word Jumble</b> Active and fun learning medium promoting language acquisition through contextual and visual experience. <b>Word Ladder</b> Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure.</p>

<b>STRAND / TOPIC / STANDARD</b>	<b>MD.L.</b>	<b>Standards for Language (L)</b>
<b>TOPIC / INDICATOR</b>		<b>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>8.L5-c.</b>	<b>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., bullheaded, willful, firm, persistent, resolute).</b>
<b>EXPECTATION</b>	<b>8.L5-c.1.</b>	<p>Apply an understanding of connotation to judge word choice.</p> <p><u>BookTaco</u> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
<b>EXPECTATION</b>	<b>8.L5-c.2.</b>	<p>Use precise words to capture the action and convey experiences and events (See CCSS W.8.3d).</p> <p><u>BookTaco</u> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with</p>

		pronunciation reinforcement.
EXPECTATION	8.L5-c.3.	Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.  <a href="#">BookTaco</a> <a href="#">Definition Matching</a> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering an unknown term important to comprehension or expression.
OBJECTIVE	8.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	8.L6.1.	Apply skills identified in CCSS L.8.4a, L.8.4b, L.8.4c, L.8.4d and L.8.5a, L.8.5b, L.8.5c to increase vocabulary and differentiate between word choices to improve writing and speaking.  <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="#">Nonfiction Book Report</a> Great activity to get your students reading for information allowing for assessment of understanding and comprehension. <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="#">Sample Unscramble Sentence</a> These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. <a href="#">Story Mapping</a> The describe the characters, setting, beginning, middle and end of the story.