GRADE FOUR ELA
MARKING PERIOD 1

Key Terms for Students		**Genres**	**Key to Essential Components of Reading:**
Story Elements Settings Characters Main Idea Pre-Writing Strategies Note-Taking	Fact Opinion Exaggeration Compare/Contrast Sequence Essay Text Features	Opinion – Response to Literature Narrative - Personal	**PA** Phonemic Awareness **P** Phonics **V** Vocabulary Development **F** Fluency **C** Comprehension Strategies

	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
READING			
Strategic Actions **<u>Thinking Within Text</u>** *Searching for and Using Information*	• Use specific evidence from stories to identify themes, describe characters, their actions, and their motivations, and relate a sequence of events.	• HQ1 • Continuum • Lit & Informational • Compass Learning	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Graphic Organizer Story Map • Graphic Organizer Problem/Solution Chart • Sequencing Chart • Oral Response to Text
	• **(C)** Define the characteristics of different genres, with assistance.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes
	• **(C)** Identify literary elements such as setting, plot, and character of different	• HQ1 • Continuum	• Independent Reading Conferring Notes

	genres, with assistance.	• Lit & Informational • Compass Learning	• Reading Response Journal • Benchmark Assessment System - BAS • Observational Checklist • Guided Reading Notes • Graphic Organizers for Literary Elements • Story Map • Oral Response to Text
Summarizing	• **(C)** State a main idea and support it with details from the text.	• HQ1 • Continuum • Lit & Informational • Science • Compass Learning	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System - BAS • Observational Checklist • Guided Reading Notes • Graphic Organizers for Summarizing • Main Idea • Oral Response to Text
Maintaining Fluency	• **(FP)** Sight-read automatically high-frequency words and irregularly spelled content words.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records • Oral Response to Text
Solving Words	• **(P)** Identify unfamiliar words using syntactic (grammar) cues.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System -

			BAS • Guided Reading Notes • Running Records
	• **(V)** Identify unfamiliar words using semantic (meaning) cues.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
	• **(PA)** Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
	• **(P)** Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
	• **(C)** Integrate sources of information when word reading to decode and cross-check.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
	• **(P,V)** Use word structure such as roots, prefixes, and suffixes to determine meaning.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System -

		• Compass Learning	BAS • Guided Reading Notes • Running Records
	• **(V)** Learn grade-level vocabulary through a variety of means.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
	• **(V)** Use prior knowledge and experience in order to understand ideas and vocabulary found in books.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
	• **(V)** Acquire new vocabulary by reading books and other print resources.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
Monitoring & Correcting	• **(C)** Use self-monitoring strategies such as rereading, attending to vocabulary, and cross-checking to determine meaning.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System - BAS • Guided Reading Notes • Running Records
Adjusting	• **(V,C)** Apply self-monitoring and self-correcting strategies for accurate language production and oral presentation using	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Benchmark Assessment System -

	established criteria, such as starting over, rephrasing, and exploring alternative ways of saying things.		BAS • Guided Reading Notes • Running Records
Thinking Beyond the Text			
Predicting	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Graphic Organizer T-Chart • Oral Response to Text
Making Connections	• **(C)** Relate the setting, plot, and characters in literature to own lives.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Graphic Organizer T-Chart • Oral Response to Text
Inferring	• **(C)** Make predictions, draw conclusions, and make inferences about events and characters.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Graphic Organizer T-Chart • Guided Reading Notes • Oral Response to Text

	• **(C)** Recognize the theme or message of a text.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Graphic Organizer T-Chart • Guided Reading Notes • Oral Response to Text
Synthesizing	• **(V,C)** Apply learning strategies to comprehend and make inferences about literature and produce literary responses, such as context clues and cognates.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Graphic Organizer T-Chart • Guided Reading Notes • Oral Response to Text
Thinking About Text			
Analyzing	• Distinguish between fact and fiction.	• HQ1 • Continuum • Lit & Informational • Compass Learning	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • T-Chart Fact vs. Opinion • Guided Reading Notes • Oral Response to Text
	• Explain the difference between fact and fiction.	• HQ1 • Continuum	• Independent Reading Conferring Notes

		• Lit & Informational	• Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Graphic Organizer T-Chart • Guided Reading Notes • Oral Response to Text
	• **(C)** State a point of view and support it with details from the text.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Graphic Organizer T-Chart • Guided Reading Notes • Oral Response to Text
	• **(C)** Identify cultural influences in texts and performances.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C,V)** Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist

			• Graphic Organizer Story Map • Guided Reading Notes • Oral Response to Text
	• **(C)** Analyze ideas and information on the basis of prior knowledge and personal experience.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Respect the age, gender, position, and cultural traditions of the writer.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(V)** Demonstrate familiarity with cultural and language patterns, and norms in American English.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Running Records • Guided Reading Notes • Oral Response to Text
	• Compare and contrast characters, plot, and setting in literary works.	• HQ1 • Continuum	• Independent Reading Conferring Notes

		• Lit & Informational	• Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(V,C,F)** Demonstrate familiarity with a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(V,C,F)** Recognize cross-cultural experiences and ideas, and connect with those of others.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(V,C)** Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text

	• Compare and contrast characters, plot, and setting in literary works.		Guided Reading Notes
Critiquing	• Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• Evaluate the content by identifying important and unimportant details.	• HQ1 • Continuum • Lit & Informational • Compass Learning	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• Evaluate the content by identifying statements of fact, opinion, and exaggeration, with assistance.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(C)** Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, a central idea and supporting details and missing or unclear information.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System –

			BAS • Observational Checklist • Guided Reading Notes • Oral Response to Text
	• **(V,C)** Show interest in a wide range of grade-level texts, both literary and informational.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Conferring Notes • Reading Response Journal • Benchmark Assessment System – BAS • Observational Checklist • Guided Reading Notes • Book Log • Oral Response to Text
WRITING			
<u>Craft</u> *Organization* *Idea Development* *Language Use* *Word Choice* *Voice* *Conventions*	• Write original literary texts that use vivid and playful language.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders
	• Write interpretive and responsive essays that describe literary elements, such as plot, setting, and characters.	• HQ1 • Continuum • Lit & Informational	• Reading Response Journal • Independent Reading Conferring Notes • Graphic Organizers for Literary Elements
	• Describe the characters and explain how they change, with assistance.	• HQ1 • Continuum • Lit & Informational	• Reading Response Journal • Independent Reading Conferring Notes • Graphic Organizers for Story Elements
	• Describe the setting and recognize its importance to the story, with assistance.	• HQ1 • Continuum	• Reading Response Journal

		• Lit & Informational	• Independent Reading Conferring Notes • Graphic Organizers for Literary Elements
	• Support interpretations and explanations with evidence from text.	• HQ1 • Continuum • Lit & Informational	• Reading Response Journal • Independent Reading Conferring Notes • Graphic Organizer
	• Use personal experiences and knowledge to analyze and evaluate new ideas.	• HQ1 • Continuum • Lit & Informational	• Reading Response Journal • Independent Reading Conferring Notes • Graphic Organizer
	• Use details from stories or informational texts to predict, explain, or show relationships between information and events.	• HQ1 • Continuum • Lit & Informational	• Reading Response Journal • Independent Reading Conferring Notes • Graphic Organizers for Prediction
	• Express opinions and make judgments that demonstrate a personal point of view.	• HQ1 • Continuum • Lit & Informational	• Reading Response Journal • Independent Reading Conferring Notes • Graphic Organizers for Point of View
	• Develop ideas by writing sentences that are in logical order and organized into paragraphs.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• State a main idea and support it with details.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's

			Notebook/Writing Folders • Reading Response Journal • Graphic Organizers for Main Idea & Details
	• State a main idea, theme, or opinion and provide supporting details.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Use relevant examples, reasons, and explanations to support ideas.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Explain actions, choices, and decision in social and academic situations.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Use grade-level vocabulary and varied sentence structure.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal

	• Demonstrate familiarity with cultural and language patterns, and norms in American English.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Recognize cross-cultural experiences and ideas, and connect with those of others.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Apply self-monitoring and self-correcting strategies for accurate language production in written presentation, using established criteria for effective presentation, such as exploring alternative ways of saying things.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Develop a personal voice that enables the reader to get to know the writer, with assistance.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Convey information and ideas through spoken and written language, using conventions and features of American English.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Reading Response Journal
	• Use pre-writing strategies such as Venn Diagrams to organize ideas and information, and to plan writing.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Graphic Organizer

	• Take notes to record data, facts, and ideas both by following teacher direction and by writing independently.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Graphic Organizer
	• Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense.	• HQ1 • Continuum • Lit & Informational	• Independent Writing Conferring Notes • Writing Samples/Writer's Notebook/Writing Folders • Graphic Organizer
LISTENING & SPEAKING			
Listening & Understanding *Social Interaction* *Extended Discussion* *Content*	• Acquire information and/or understand procedures.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Guided Reading Notes • Graphic Organizer • Independent Writing Notes • Oral Response to Text
	• Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Guided Reading Notes • Graphic Organizer • Oral Response to Text
	• Listen attentively and respond appropriately to books read aloud.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text
	• Listen attentively for different purposes and for an extended period of time.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text
	• Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.	• HQ1 • Continuum • Lit & Informational	• Running Records • Oral Response to Text

	• Ask clarifying questions.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Guided Reading Notes • Oral Response to Text
	• Use age-appropriate vocabulary to communicate ideas.	• HQ1 • Continuum • Lit & Informational	• Independent Reading Notes • Guided Reading Notes • Oral Response to Text
	• Respond appropriately to what is heard.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text
	• Listen respectfully, and without interrupting, when others speak.	• HQ1 • Continuum • Lit & Informational	• Guided Reading Notes • Oral Response to Text
	• Respect the age, gender, position, and culture of the speaker.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Observational Checklist
	• Listen for the tone of voice and content that signal friendly communication.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Observational Checklist
	• Demonstrate familiarity with cultural and language patterns, and norms in American English.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Observational Checklist
	• Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Observational Checklist
	• Understand and use a variety of oral communication strategies in American English for various social and academic purposes.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Observational Checklist
	• Respect the age, gender, position, and	• HQ1	• Oral Response to Text

	cultural traditions of the listener when speaking.	• Continuum • Lit & Informational	• Observational Checklist
	• Use the rules of conversation, such as avoid interrupting, taking turns in a group, and respond respectfully.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes
	• Identify information that is implicit, rather than stated, with assistance.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Apply learning strategies to comprehend and make inferences about literature and produce literary responses, such as context clues and cognates.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Identify elements of character, plot, and setting to understand the author's message or intent.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Compare and contrast ideas of others to own ideas.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS

	• Describe characters, setting, and plot.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Explain cultural and ethnic features in literary texts.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Include details that are relevant for the audience.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Make inferences and draw conclusions.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Express an opinion about school and community issues.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS

	• Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue), including appropriate grammar and punctuation.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Explain actions, choices, and decisions in social and academic situations.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Use grammatically correct sentences when speaking.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Use complete sentences, using age and content appropriate vocabulary.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• State a main idea with supporting examples and details.	• HQ1 • Continuum • Lit & Informational	• Oral Response to Text • Guided Reading Notes • Independent Conferring Notes • Benchmark Assessment System - BAS
	• Apply learning strategies to comprehend and make inferences about literature and produce literary responses, such as context clues and cognates.		

GRADE FOUR ELA
MARKING PERIOD 1

HQ1	Literature & Informational	Compass Learning & Science Resources
- The Gardner - Donovan's World - Dear Berta - Science Fair - My Name is Maria Isabel - Lou Gehrig: The Luckiest Man - Coach - Amelia and Eleanor Go For a Ride - Our Nation's Capital - Pumpkin Fiesta - How Does Your Garden Grow? -	- City Green - The Great Kapok Tree - Regarding the Fountain - Silent Observer - The Hand-Me-Down Horse - Words and More Words - The Malachite Palace - Seven Candles for Kwanza - The Bell of Christmas - All Star Fever - A Season of Comebacks - The Young Baseball Player - A Picture Book of Eleanor Roosevelt - Sky Power - The World Record Paper Airplane Book - Sky Pioneer - Amelia Earhart – Power in the Sky - Pumpkin, Pumpkin - Jamall's City Garden - Starting Gardening - My Indoor Garden - Flowers, Fruits, Seeds	CL: Compare and Contrast CL: Fact and Opinion CL: Pioneers (plot, character's actions, imagery, adverbs, writing) CL: Sequential Order CL: The Mysterious Missing Ball (realistic fiction, inference, quotations, paragraph form, writing) CL: Think-Aloud (non-fiction, State Simulation Assessment 1) S: Compare and Contrast – Chapter 1 "Classifying Plants and Animals" S: Draw Conclusions – Chapter 2 "Energy from Plants" S: Sequence – Chapter 3 "Ecosystems" S: Compare and Contrast – Chapter 11 "Properties of Matter"