

# 1<sup>st</sup> Nine Weeks Parent Syllabus - Grade 4 ELA

Social Studies Integration: Charting Mississippi

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit             | Learning Targets  | Guiding questions   | Vocabulary  |                 |               |  |   |
|------------------|---|---|---|-----------------|---------------|--|---|
| 1                | <ul style="list-style-type: none"><li>Identify details and examples from the text</li><li>draw inferences</li><li>Explain what the text says</li><li>Cite specific examples and details to support inferences</li><li>Identify the main idea of the text</li><li>Determine which details are key to the main idea</li><li>Use key details and the main idea to summarize the text</li><li>Explain what happened and why it happened based on information in the text</li><li>Read and understand various types of text (historical, scientific, technical)</li></ul>  | <ul style="list-style-type: none"><li>What does the author mean when he/she says ____?</li><li>What was the purpose of this piece?</li><li>What is the passage about? Can you give me a sentence that tells you what this passage is about?</li><li>Write a short summary about what you learned.</li><li>What is the first step in this procedure? Can you explain what step comes next?</li></ul> | <ul style="list-style-type: none"><li>main idea</li><li>key details</li><li>inference</li><li>examples</li><li>text evidence</li><li>cause/effect</li><li>historical text</li><li>information</li><li>technical text</li><li>sequence</li><li>procedures</li><li>events</li><li>summarize</li></ul> |                 |               |  |   |
| 2                | <ul style="list-style-type: none"><li>Identify details and examples</li><li>Draw inferences</li><li>Explain what the text says</li><li>Cite specific examples and details to support inferences</li><li>Understand universal themes in stories:<table><tr><td>person vs nature</td><td>love and friendship</td></tr><tr><td>a great journey</td><td>coming of age</td></tr></table></li><li>Determine the theme or main message of a text</li><li>Support the identification of the theme by giving details from the text</li><li>Summarize the text</li><li>Identify and describe a character, setting, or event in the story</li><li>Recognize what a character does, thinks, or says</li></ul> | person vs nature  | love and friendship   | a great journey | coming of age | <ul style="list-style-type: none"><li>What was the author's purpose in writing this text?</li><li>What is the theme of the text?</li><li>How do the character's actions help determine the theme?</li><li>Can you summarize what has happened so far?</li><li>Describe a character in the story using specific details.</li><li>What words did the author use to describe ____ (character or setting)?</li><li>Did the setting affect the outcome of the story? Explain.</li></ul> | <ul style="list-style-type: none"><li>Character</li><li>character traits</li><li>motivations</li><li>setting</li><li>problem solution</li><li>details</li><li>events</li><li>theme</li><li>infer</li><li>poem</li><li>lyric</li><li>drama</li></ul> |
| person vs nature | love and friendship   |   |   |                 |               |  |   |
| a great journey  | coming of age   |   |   |                 |               |  |   |

## Social Studies topics

**Where is Mississippi in relation to the rest of the world?**

**What factors contributed to the charting of Mississippi?**

**G.4.3** Recognize maps, graphs, and other representations of Mississippi.

**G.4.1** Describe the physical geography of Mississippi.

**CI.4.1** Describe Mississippi's entry into statehood.

**H.4.2** Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi.

**H.4.6** Compare and contrast between the different Mississippi Native American cultures: Choctaw, Chickasaw, and Natchez.

## 2nd Nine Weeks Parent Syllabus - Grade 4 ELA

Social Studies Integration: Challenges and Changes in Mississippi

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit | Learning Targets  | Guiding Questions   | Vocabulary  |
|------|---|---|---|
| 3    | <ul style="list-style-type: none"> <li>Understand that words may have multiple meaning</li> <li>Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words</li> <li>Use antonyms and synonyms as clues to find the meaning of grade level words</li> <li>Understand that words may be used as figurative language</li> <li>Describe the overall structure of events, ideas, concepts or information in a text or part of a text</li> <li>Know that information can be written in time order</li> <li>Know that information can be written comparing objects, people,</li> </ul>   | <ul style="list-style-type: none"> <li>What tools can you use to help you find the meaning of this word?</li> <li>What does the word ____ mean in this sentence?</li> <li>What does the phrase ____ mean?</li> <li>Read around the word/phrase to help you determine its meaning.</li> <li>How is this organized?</li> <li>What happened when....?</li> <li>What was the result of ....?</li> <li>Who is providing the information?</li> <li>Were they there at the time that this happened?</li> <li>Compare the accounts these two people are giving. What are the differences? Why do you think the information is different?</li> </ul> | <ul style="list-style-type: none"> <li>academic words</li> <li>figurative language</li> <li>prefixes-suffixes</li> <li>context clues</li> <li>text structures</li> <li>comparison</li> <li>cause-effect</li> <li>chronology</li> <li>problem-solution</li> <li>firsthand account</li> <li>secondhand account</li> <li>focus</li> <li>information</li> <li>compare and contrast</li> </ul> |
| 4    | <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a text</li> <li>Use context clues to help determine the meaning of unknown words or phrases in text</li> <li>Define poem, prose, or drama and identify the elements of each</li> <li>Compare and contrast differences between poems, prose and drama.</li> <li>Compare and contrast the point of view from which different stories are narrated</li> <li>Identify the person who is telling the story</li> <li>Know that when telling a story from the first person, the writer will use the term <i>I</i> or <i>we</i>.</li> <li>Third person point of view is often indicated by the use of the terms <i>he</i>, <i>she</i>, <i>it</i>, or <i>they</i></li> </ul> | <ul style="list-style-type: none"> <li>What does the word ____ mean in this sentence?</li> <li>Can you read around the words to help you determine its meaning?</li> <li>What does the phrase ____ mean?</li> <li>In this sentence, the word ____ means _____.</li> <li>This selection can best be described as _____.</li> <li>Is the selection/story written in first person or third person? How do you know?</li> <li>Who is telling the story in this selection?</li> </ul>  | <ul style="list-style-type: none"> <li>context clues</li> <li>mythology</li> <li>narrator</li> <li>first-person</li> <li>third-person</li> <li>point of view</li> <li>compare/contrast</li> <li>meter</li> <li>verse</li> <li>rhythm</li> <li>stanza</li> <li>dialogue</li> <li>stage directions</li> <li>setting</li> <li>script</li> <li>rhyme</li> <li>drama</li> <li>prose</li> </ul> |

### Social Studies topics: Culture of MS

H 4.5 Historical figures and events in MS

H 4.4 Famous Mississippians (artists, musicians, authors)

H 4.2 Explore how culture influences people.

Culminating project: MS on the map museum

### 3rd & 4th Nine Weeks Parent Syllabus - Grade 4 ELA

Social Studies Integration: Challenges and Contributions of Mississippi

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

| Unit  | Learning Targets  | Guiding Questions  | Vocabulary  |
|-------|---|--|---|
| 5 & 6 | <ul style="list-style-type: none"> <li>identify the theme of a text</li> <li>identify and explain the author's purpose and point of view</li> <li>identify, cite, and explain textual evidence which reveals the author's intentions/purposes</li> <li>compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures</li> <li>identify key and relevant details about a single topic between two texts</li> <li>identify and use general academic and domain specific words in context</li> <li>use specific words and phrases that signal contrast, addition, and/or logical relationships</li> <li>use specific words, phrases, or clauses to clearly communicate a topic</li> <li>state an introduction that has a central focus or a topic/idea</li> <li>group information in a logical way to give the reader an understanding of the author's purpose for writing</li> <li>choose facts, definitions, concrete details, quotations, or examples from the text to develop the topic</li> <li>use commas and quotation marks to attribute words, thoughts, or ideas to the author</li> <li>identify the appropriate linking words and phrases to use in the writing</li> <li>use linking words and phrases to connect and forward the ideas</li> <li>identify thoughts to leave with the reader before writing the conclusion</li> <li>write a conclusion that relates directly to the information or explanation presented in the introduction</li> </ul> | <ul style="list-style-type: none"> <li>What is this story about?</li> <li>What is the theme of this text? How is it similar or different to other stories we have read?</li> <li>How is a myth different from a story?</li> <li>Which paragraph does the picture help the reader understand?</li> <li>What happened to the characters that is the same? What happened that is different?</li> <li>How did characters solve problems in different ways across texts?</li> <li>How are the plots the same or different across texts?</li> <li>How does the diagram/image help you understand what you are reading?</li> <li>How does the author support the idea that ____? Use details from the text to support your answer.</li> </ul> | <ul style="list-style-type: none"> <li>diagrams</li> <li>time lines</li> <li>interpret</li> <li>visuals</li> <li>persuade</li> <li>reasons</li> <li>points</li> <li>evidence</li> <li>integrate</li> <li>topic</li> <li>theme</li> <li>opposition</li> <li>patterns of events</li> <li>quest</li> <li>myth</li> </ul> |

#### Social Studies topics

**How can I shape the culture of our state as a citizen of Mississippi?**

**CR.4.2** Examine how culture influences the way people modify and adapt to their environment.

**H.4.1** Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.

**H.4.4** Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.

**H.4.5** Describe the impact of significant historical figures and events in Mississippi.

**CI.4.1** Describe Mississippi's entry into statehood.

**CI.4.2** Identify people in positions of power and how they can influence people's rights and freedom.

**CI.4.3** Identify rights and responsibilities as a citizen of your community and state.