TUPELO PUBLIC SCHOOL DISTRICT

1st Nine Weeks Parent Syllabus - Grade 3 ELA

Listed below are learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Unit	Learning Targets	Vocabulary
1 and 2	• learn to answer and generate questions based on the text (RL.3.1 and RI.3.1) • refer explicitly to the text when answering and generating questions (RL.3.1 and RI.3.1) • recount stories/determine central message and determine main idea (RL 3.2 and RI 3.2) • describe characters in a story (traits, motivations, feelings) (RL.3.3) • use context clues to determine the meaning of words or phrases (RL.3.4, RI.3.4, L.3.4a) • determine meaning of words when adding an affix (L.3.4b) • distinguish between literal and nonliteral meanings and shades of meaning (L.3.5) • clearly state opinion in the introduction (W.3.1a)	summarize, text evidence, explicitly stated, sequence, characters, traits, plot, literal, nonliteral, context clues, figurative language, literary devices, academic words, domain-specific words, clarify, analyzing, context clues, multiple meaning, affix, suffix, simile, opinion, claim, point of view, ***Note***: This is NOT an all inclusive list of terms.
3 and 4	• recount stories to determine the central message, lesson, or moral using key details (RL.3.2) • distinguish between a fable, folktale and myth (RL.3.2) • determine the main idea of text (RI.3.2) • identify and explain how details support the main idea (RI.3.2) • describe relationship between series of events or steps using appropriate transition words (RI.3.3) • distinguish between literal and nonliteral meanings and shades of meaning (L.3.5) • use glossaries or beginning dictionaries to determine or clarify meaning (L.3.4d) • use root word as a clue to help determine the meaning of an unknown word (L.3.4c) • use linking words and phrases to connect opinion and reasons (W.3.1c and 3.1d) • provide a concluding statement or section (W.3.1c and 3.1d)	recount, retell, central message, lesson, moral, key details, fable, folktale, myth, main idea, text structure, supporting details, relationships, transition words, simile, metaphor, personification, hyperbole, idiom, linking words, transitions, organization, flow, introduction, concluding statement,, graphic organizer, opinion, point of view, reasons

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1st Nine Weeks Parent Syllabus - Grade 4 ELA

Listed below are learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Unit	Learning Targets	Vocabulary
1 and 2	• refer to details and examples in text to explain what the text is saying • use details from text when making inferences • describe a character, setting, or event in detail using details from the text • determine the meaning of new words or phrases, including domain-specific words or phrases, using clues from the text (RL.4.4, RI.4.4, L.4.4a) • explain the meaning of similes and metaphors (L.4.5a) • understand relationships and nuances in word meanings (L.4.5c) • develop a topic with facts, definitions, concrete details, or other information related to the topic (W.4.1a and 4.2a) • cite information from the text when developing a topic to convey a message (W.4.1a and 4.2a) • introduce a topic by clearly stating an opinion (W.4.1a) • identify and include supporting details from the text to express point of view (W.4.1a)	explicit, implicit, infer, character, villain, resolution, conflict, themes, scenes, turning point, major/minor characters, hero, man vs. nature, context clues, fables, summarize, domain-specific, synonyms, thesaurus, figurative language, simile, metaphor, vivid language, support, reasons, topic, informative, explanatory, facts, details, concrete details ***Note***: This is NOT an all-inclusive list of terms.
3 and 4	• determine the theme of various texts using details from the text (RL.4.2) • summarize using details from the text (RL.4.2 and RI.4.2) • determine the main idea using key details from the text (RI.4.2) • explain how key details support the main idea (RI.4.2) • explain events, ideas, or procedures (RI.4.3) • explain what happened and why using specific information from the text (RI.4.3) • recognize and explain the meaning of common idioms, adages, and proverbs (L.4.5b) • provide reasons to support the opinion using facts and details (W.4.1b)	recount, retell, central idea, key details, theme, summarize, drama, poem, main idea, key details, explain, relationships, analyze, support, text structure, relationship, nuance, idioms, adages, proverbs, synonymous, reasons, facts, details, multiple sources, reasoning ***Note***: This is NOT an all-inclusive list of terms.

TUPELO PUBLIC SCHOOL DISTRICT

1st Nine Weeks Parent Syllabus - Grade 5 ELA

Listed below are learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Unit	Learning Targets	Vocabulary
1 and 2	• quote from the text when explaining what is stated in the text explicitly (located "right there") (RL.5.1 and RI.5.1) • use details and information from the text when drawing inferences (RL.5.1 and RI.5.1) • determine appropriate textual support (RL.5.1 and RI.5.1) • determine the meaning of words and phrases used in text, using context as a clue (RL.5.4 and RI.5.4) • determine the meaning of figurative language (metaphors and similes) (RL.5.4 and L.5.4a) • paraphrase information from text (RI.5.1) • justify reason for including chosen quote and how it supports the explanation (the "so what") (RI.5.1) • determine meaning of multiple meaning words (RL.5.4) • distinguish between literal and nonliteral meanings (L.5.5a) • state an opinion based on text (W.5.1a) • group information in a logical way (W.5.1a and 5.2a) • write an introduction which clearly states the topic/central focus (W.5.2a)	details, explicit, implicit, quote, infer, drawing conclusions, context clues, domain-specific words, literal and nonliteral, context clues, signal words, figurative language, simile, metaphor, literary devices, word choice, vivid language, multiple meaning, context clues, signal words, figurative language, simile, metaphor, literary devices, word choice, vivid language, multiple meaning, opinion, topics, supporting details, point of view, logical, evidence, ***Note***: This is NOT an all-inclusive list of terms.
3 and 4	• determine a theme of various types of texts using details from texts (RL.5.2) • use details about characters to determine a theme (RL.5.2) • summarize using details from literary text and main ideas of informational text (RL.5.2 and RI.5.2) • describe characters and other story elements using specific details from text (RL.5.2) • compare and contrast two or more characters, settings, or events in various texts (RL.5.3) • determine two or more main idea of text (RI.5.3) • use key details in informational text to identify the main topic (RI.5.3) • explain how key details support the main idea(s) of text (RI.5.3) • provide logically ordered reasons supported by facts and details	central idea, theme, key details, summarize, compare, contrast, major/minor character, setting, story elements, villain, hero, main idea, supporting details, text evidence, root word, base word, pronunciation, glossary, dictionary, thesaurus, idioms, adages, proverbs, synonym, antonym, relationship, informative/explanatory, concrete details, paraphrase, plagiarism, convey message, quote, grouping related information

	(W.5.1b and 5.2b) • use affixes, Greek and Latin, as clues to determine the meaning of words (L.5.4b) • understand the purpose of and use dictionaries, glossaries, and thesauruses for pronunciation and clarity of meaning of words or phrases (L.5.4c) • recognize and explain the meaning of idioms, adages, and proverbs (L.5.5b) identify and use the understanding of relationship between words to better understanding the meaning (L.5.5c)	***Note***: This is NOT an all-inclusive list of terms.