



**1<sup>st</sup> Nine Weeks Parent Syllabus - Grade 3 ELA**

**Social Studies Integration:** Role of a Citizen

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	Vocabulary
1	<ul style="list-style-type: none"> <li>● reference details and/or examples in a text when explaining the basis for the answers</li> <li>● provide a statement of the central message, lesson, or moral in a text</li> <li>● determine the main idea of an informational text</li> <li>● explain how the main idea is supported by key details</li> <li>● explain the meaning of unfamiliar words using context as a clue</li> <li>● determine the meaning of a word or phrase as it is used in a text by using the context of the sentence</li> <li>● use a range of strategies to determine the meaning of a new word formed when a prefix or affix is added to the word</li> <li>● introduce a real or imaginative narrator and/or character in the narrative</li> <li>● use dialogue to develop experiences and events.</li> <li>● use descriptions of actions, thoughts, and feelings to develop experience and events.</li> <li>● show response of characters to situations</li> <li>● use transitional words and/or phrases to signal event order.</li> <li>● include sensory details to convey events</li> <li>● write a conclusion that follows the narrated events</li> </ul>	<p>ask, answer, text evidence, questioning, explicitly stated, recount, retell, central message, lesson, moral, key details, myths, main idea, key details, determine, multiple meaning, homonyms, homophones, homographs, phrases, affix, suffix, narrative, real experiences, introduction, establish a situation, plot, event sequence, narrator, character, point of view, audience, setting, mood, tone, dialogue, vivid details, reactions, situations, character traits</p>
2	<ul style="list-style-type: none"> <li>● sequence the ideas and events in a story or play</li> <li>● provide a description of characters in a story or play</li> <li>● describe characters in a story or play, drawing on specific details from the text</li> <li>● explain how characters' actions contribute to the sequence of events</li> <li>● use the meanings of words and phrases to determine the meaning of the text</li> <li>● differentiate between literal and nonliteral language</li> <li>● identify the events, key ideas/concepts, or steps in informational texts</li> <li>● identify signal words used to determine text structure</li> <li>● explain how ideas, events, and steps are connected</li> </ul>	<p>describe, explain, sequence, characters, traits, motivations, feelings, action, plot, details, contribute; describe, relationships, concepts, ideas, text structure, signal words, literal and nonliteral language, context clues, distinguish, figurative language, literary devices, interpret multiple meaning, homonyms, homophones, homographs, phrases, affix, suffix, narrative, real experiences, introduction, establish a situation, plot, event sequence, narrator, character, point of view, audience, setting, mood, tone, dialogue, vivid details, reactions, situations, character traits</p>

## Social Studies topics

### **What is a citizen?**

- being a good citizen/traits of good citizen (CI.3.3.2)
- core and civic virtues (CI.3.1.1)
- embracing differences between citizens (CR.3.2)
- \*understand that citizens are part of a community

### **What is a community? What is the role of a citizen in the community?**

- discuss what a community is
- identify artifacts and representations of community (CR.3.2.1)

### **Who makes up a community?**

- authority figures (CI.3.1.2)
- branches of gov't (CI.3.2.1)
- create laws and importance of laws (CI.3.2.2 and CI.3.2.3); discuss Pledge of Allegiance



**2nd Nine Weeks Parent Syllabus - Grade 3 ELA**

**Social Studies Integration:** Responsibilities of a Citizen

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	Vocabulary
3	<ul style="list-style-type: none"> <li>● provide a description of how each successive part of a text builds on earlier sections</li> <li>● use text features to locate relevant information on a given topic</li> <li>● determine the character’s and narrator’s point of view</li> <li>● distinguish the reader’s point of view from that of the narrator or characters’ point of view</li> <li>● explain the meaning of the literal or nonliteral meaning of the word and/or phrase</li> <li>● explain how the person, place, thing, or event relates to real life</li> <li>● form an opinion based upon a text</li> <li>● use a planning map or graphic organizer in order to group ideas to support the purpose for writing</li> <li>● state an opinion using specific words or phrases to clearly communicate the opinion</li> <li>● choose facts and details from the text to support the opinion</li> <li>● choose a logical order for reasons</li> <li>● identify the places in the writing where transitions need to take place</li> <li>● use linking words or phrases to connect and forward the opinion</li> <li>● write a concluding statement or section that relates directly to the opinion made in the introduction</li> </ul>	<p>story, drama, chapter, stanza, poem, text structure, relate, successive, text features, sidebars, hyperlinks, keywords, relevant information, topic, search tools, point of view, narrator, character, author’s purpose, reader’s viewpoint, distinguish, literal, nonliteral, simile, metaphor, personification, hyperbole, idiom, identify, real-life connections, opinion, supporting, point of view, introduce, organization, graphic organizer, ideas logically grouped, writer’s purpose, analyze, provide logically ordered reasons, support by facts and details, multiple sources, note taking, link, clauses, connect, transitions, concluding statement, ending</p>
4	<ul style="list-style-type: none"> <li>● explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</li> <li>● identify information presented through various types of illustrations (e.g. photographs, diagrams, charts, graphs, maps)</li> <li>● describe how the author’s reasons support points made in a text</li> </ul>	<p>illustrations, details, aspects, character, setting, contribute, conveyed, illustrations, maps, photographs, charts, diagrams, graphs, timelines, logical connection, text structure, signal words, author’s reasons, supporting details, main idea, distinguish, literal, nonliteral, simile, metaphor, personification, hyperbole, idiom, identify, real-life connections, distinguish, shades of meaning, state of mind, degrees, opinion, supporting, point of view, introduce, organization, graphic</p>

	<ul style="list-style-type: none"> <li>● identify and describe logical connections between sentences and paragraphs in a text</li> <li>● explain the meaning of the literal or nonliteral meaning of the word and/or phrase</li> <li>● explain how the person, place, thing, or event relates to real life</li> <li>● choose descriptive, sensory words to describe a person, place, thing, or event</li> <li>● identify a group of words that have similar meanings</li> <li>● group or sort words</li> </ul> <p>form an opinion based upon a text</p> <ul style="list-style-type: none"> <li>● use a planning map or graphic organizer in order to group ideas to support the purpose for writing</li> <li>● state an opinion using specific words or phrases to clearly communicate the opinion</li> <li>● choose facts and details from the text to support the opinion</li> <li>● choose a logical order for reasons</li> <li>● identify the places in the writing where transitions need to take place</li> <li>● use linking words or phrases to connect and forward the opinion</li> <li>● write a concluding statement or section that relates directly to the opinion made in the introduction</li> </ul>	<p>organizer, ideas logically grouped, writer's purpose, analyze, provide logically ordered reasons, support by facts and details, multiple sources, note taking, link, clauses, connect, transitions, concluding statement, ending</p>
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### Social Studies topics

**What are the responsibilities of a citizen?**

- supporting community
- staying informed and participating in the community

**What goods and services are provided by citizens?**

- goods and services (E.3.3.1 and E.3.3.2)
- categorize local services (E.3.2.4)
- interpret job sources (E.3.1.3)
- discuss trade (E.3.2.1)
- imports and exports (E.3.2.2)
- local products and resources within local community (E.3.2.3)

**What decisions do citizens make about money?**

- taxes (E.3.1.1 and E.3.1.2)
- people's concerns about responsibilities (CI.3.3.1)
- how authority figures responded to needs and concerns (CR.3.2.2)





**3rd Nine Weeks Parent Syllabus - Grade 3 ELA**

**Social Studies Integration:** Rights of a Citizen

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	Vocabulary
5 and 6	<ul style="list-style-type: none"> <li>● identify and describe the settings of two or more texts</li> <li>● identify and describe the characters' traits in two or more texts</li> <li>● retell the plot of two or more texts, and identify the themes in both</li> <li>● compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</li> <li>● identify important points presented in informational text</li> <li>● identify supporting details presented in informational text</li> <li>● compare and contrast the most important points presented by two texts on the same topic</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>● 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>● write a conclusion that relates directly to the information or explanation presented in the introduction</li> </ul>	<p>compare, contrast, theme, plot, character, text connections, setting, important points, main ideas, key details, academic, domain specific, conversational, spatial, temporal, logical relationships, contrast, addition, informative, explanatory, introduction, conclusion, topic, organizational structure, definition, facts, examples, paraphrase, convey ideas, primary and secondary sources, linking words, phrases, clauses, signal, progress, precise language</p>

**Social Studies topics**

**What are the rights of a citizen?**

-rights within democratic society (CR.3.3)

**How are the rights of citizens protected in the community?**

-voting process (CR.3.1.2)

-expansion of voting (H.3.3)

-how authority figures responded to needs and concerns (CR.3.2.2)

-people's concerns about rights (CI.3.3.1)

**What is government and how is it organized?**

-discuss democracy (CR.3.1.1)

-how democracy frames American government (H.3.2)

-different governmental systems (H.3.1)

## 4th Nine Weeks Parent Syllabus - **Grade 3 ELA**

**Social Studies Integration:** Reflections as a Citizen

*Note:* This is not an all-inclusive list of learning targets and key terms.

Unit	Learning Targets	Vocabulary
7 and 8	<ul style="list-style-type: none"> <li>● explain how the main idea is supported by key details</li> <li>● explain the meaning of unfamiliar words using context as a clue</li> <li>● determine the meaning of a word or phrase as it is used in a text by using the context of the sentence</li> <li>● use a range of strategies to determine the meaning of a new word formed when a prefix or affix is added to the word</li> <li>● identify signal words used to determine text structure</li> <li>● explain how ideas, events, and steps are connected</li> <li>● distinguish the reader’s point of view from that of the narrator or characters’ point of view</li> <li>● explain the meaning of the literal or nonliteral meaning of the word and/or phrase</li> <li>● explain how the person, place, thing, or event relates to real life</li> <li>● form an opinion based upon a text</li> <li>● use a planning map or graphic organizer in order to group ideas to support the purpose for writing</li> <li>● state an opinion using specific words or phrases to clearly communicate the opinion</li> <li>● choose facts and details from the text to support the opinion</li> </ul>	<p>retell, central message, lesson, moral, key details, myths, main idea, key details, determine, multiple meaning, homonyms, homophones, homographs, phrases, affix, suffix, narrative, real experiences, introduction, establish a situation, plot, event sequence, narrator</p>

### Social Studies Integration

- G.3.1** ways humans have altered the physical environment
- G.3.2** ways natural disasters affects the physical environment
- G.3.3** ways technological advancements have influenced the environment
- G.3.4** maps, graphs, and other representations of the earth
- G.3.5** relationship between locations of resources and patterns of population distribution

**Helpful resource:** Mississippi Department of Education (MDE) has provided resources for parents to assist student learning outside of the classroom. This resource, *The Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through eighth grade. You can encourage your child’s academic growth by reinforcing classroom activities at home. The Family Guide for Student Success booklets represent what all students should know and be able to do at the end of each grade level. [http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fgss\\_3rd-grade\\_print-view\\_20161012162519\\_638957.pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fgss_3rd-grade_print-view_20161012162519_638957.pdf?sfvrsn=2)

## 4th Nine Weeks Parent Syllabus - **Grade 4 ELA**

**Social Studies Integration:** Contributions of Mississippi

*Note:* This is not an all-inclusive list of learning targets and key terms.

