



1st 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	Vocabulary
1	<ul style="list-style-type: none"> ● make and revise predictions ● refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences ● determine the theme of literary text ● summarize text by including the theme and how it is conveyed through key details ● determine the main idea of an informational text ● summarize the most important parts of informational text ● use clues to state the meaning of the unknown word ● break a word into parts: prefix, suffix, root ● identify and apply the meaning of Greek and/or Latin affixes and/or root ● state the meaning of an unknown word ● introduce a real or imaginative narrator and/or character in the narrative ● use descriptions of actions, thoughts, and feelings to develop experience and events ● show response of characters to situations ● use transitional words and/or phrases to signal event order ● write a conclusion that follows the narrated events 	<p>details, examples, explicit, implicit, inferences, questioning, text evidence, explanation, recount, retell, summarize, characters' reactions, central idea, theme, key details, text evidence, paraphrase, relevant and irrelevant, definitions, examples, clue, signal words, multiple meaning, phrases, analyzing, affix, prefix, suffix, root word, 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, transitions, phrases, signal, event order, show don't tell, concrete, sensory, senses, conclusion, narrated experiences, final impressions</p>
2	<ul style="list-style-type: none"> ● identify and describe the plot events in a story or drama ● describe the setting and characters of a story or drama, referring to specific details ● distinguish between key ideas and details that explain what happened and why ● identify and describe text structures the author uses in informational text ● explain how ideas, events, and steps are connected ● use specific information to support what and why events, ideas, procedures, events happened ● use print or digital glossary and/or beginning dictionary to determine or clarify the meaning of an unknown word and/or phrase ● use a thesaurus to find a word that has a similar and/or contrasting meaning 	<p>analyzing, affix, prefix, suffix, root word, pronunciation, digital, print, thesaurus, dictionary, glossary, character, villain, setting, plot, major/minor characters, conflict, climax, compare, contrast, technical procedure, relationships, series, events, ideas, concepts, text structures, signal words, general academic words, domain specific words, context clues, determine, figurative language, metaphors, simile, literary devices, word choice</p>

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	Vocabulary
3	<ul style="list-style-type: none"> ● explain major differences between poems, dramas, prose referring to their structural elements ● determine the text structures used by the author to organize information, events, ideas, or concepts in a text or part of a text ● provide a description of the overall structure of events, ideas, concepts, or information in a text or part of a text ● identify the point of view from which different stories are narrated ● differentiate between first person and third person ● describe the similarities and differences between the information provided in different accounts of the same event or topic ● identify nonliteral language as an idiom, adage, or proverb ● explain the meaning of the simile or metaphor as it is used in context ● explain the meaning of the idiom, adage, or proverb ● use a simile or metaphor ● use an idiom, adage, or proverb ● form an opinion based upon a text ● use a planning map or graphic organizer in order to group ideas to support the purpose for writing ● state an opinion using specific words or phrases to clearly communicate the opinion ● choose facts and details from the text to support the opinion ● use linking words or phrases to connect and forward the opinion ● identify and use appropriate clauses to link opinion and reasons 	<p>genre, drama, poem, structural elements, verse, rhythm, meter, casts, stage directions, dialogue, text structure, scene, stanza, point of view, narration, first person, third person, author's purpose, compare, contrast, problem/solution, cause/effect, text features, compare, contrast, firsthand, secondhand, perspective, author's purpose, multiple meaning, determine, interpret, context, figurative language, simile, metaphor, vivid language, relationship, nuance, idioms, adages, proverb, literal, nonliteral, 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>

	<ul style="list-style-type: none"> ● write a concluding statement or section that relates directly to the opinion made in the introduction 	
4	<ul style="list-style-type: none"> ● compare and contrast the written version of text to the visual or oral presentation of the same text. ● make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text ● interpret and compare/contrast information from charts, graphs, diagrams, timelines, animations, or interactive Web pages ● evaluate why information is included or is not included in informational text ● explain how information contributes or improves understanding of the text ● identify key points within informational text ● differentiate between relevant and irrelevant information ● provide an explanation of how an author uses reason and evidence to support particular points of view ● use a simile or metaphor ● use an idiom, adage, or proverb ● use a thesaurus to identify a synonym or antonym ● compose a sentence to demonstrate understanding of synonyms, antonyms, or multiple uses of homographs ● form an opinion based upon a text ● use a planning map or graphic organizer in order to group ideas to support the purpose for writing ● state an opinion using specific words or phrases to clearly communicate the opinion ● choose facts and details from the text to support the opinion ● use linking words or phrases to connect and forward the opinion 	<p>connections, drama, visual presentation, visual tools, illustrations, distinguish, media formats, text features, charts, graphs, diagrams, timelines, animations, explain, reasons, support, relevant vs. irrelevant information, point of view, multiple meaning, determine, interpret, context, figurative language, simile, metaphor, vivid language relationship, nuance, idioms, adages, proverb, literal, nonliteral, relationship, synonyms, antonyms, homographs, 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>

Social Studies topics

What challenges have influenced major changes in Mississippi?

H.4.3 Describe Antebellum Society.

E.4.1 Describe Mississippi's economic and military role during the Civil War.

E.4.3 Identify economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates.

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

CR.4.1 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.



3rd Nine Weeks Parent Syllabus - **Grade 4 ELA**

Social Studies Integration: Culture 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	Vocabulary
5 and 6	<ul style="list-style-type: none"> ● identify the theme of a text ● identify and explain the author's purpose and point of view ● identify, cite, and explain textual evidence which reveals the author's intentions/purposes ● compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures ● identify key and relevant details about a single topic between two texts ● categorize key details from two ● combine information from two texts about the same topic ● identify and use general academic and domain specific words in context ● use specific words and phrases that signal contrast, addition, and/or logical relationships ● use specific words, phrases, or clauses to clearly communicate a topic ● state an introduction that has a central focus or a topic/idea ● group information in a logical way to give the reader an understanding of the author's purpose for writing ● choose facts, definitions, concrete details, quotations, or examples from the text to develop the topic ● use commas and quotation marks to attribute words, thoughts, or ideas to the author ● identify the appropriate linking words and phrases to use in the writing ● use linking words and phrases to connect and forward the ideas ● identify thoughts to leave with the reader before writing the conclusion ● write a conclusion that relates directly to the information or explanation presented in the introduction 	<p>compare, contrast, genre, theme, point of view, author's purpose, pattern of events, traditional literature, culture, synthesize, relevant and irrelevant information, categorize, 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

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.



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.

Unit	Learning Targets	Vocabulary
7 and 8	<ul style="list-style-type: none"> • refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences • determine the theme of literary text • summarize text by including the theme and how it is conveyed through key details • determine the main idea of an informational text • summarize the most important parts of informational text • use print or digital glossary and/or beginning dictionary to determine or clarify the meaning of an unknown word and/or phrase • use a thesaurus to find a word that has a similar and/or contrasting meaning • explain major differences between poems, dramas, prose referring to their structural elements • determine the text structures used by the author to organize information, events, ideas, or concepts in a text or part of a text • provide a description of the overall structure of events, ideas, concepts, or information in a text or part of a text • identify the point of view from which different stories are narrated • differentiate between first person and third person • explain how information contributes or improves understanding of the text • identify key points within informational text • differentiate between relevant and irrelevant information • provide an explanation of how an author uses reason and evidence to support particular points of view 	<p>summarize, characters' reactions, central idea, theme, key details, text evidence, paraphrase, relevant and irrelevant, definitions, examples, clue, signal words, multiple meaning, phrases, analyzing, affix, prefix, suffix, root word, narrative, real experiences, introduction, establish a situation, plot, event sequence, narrator, character, point of view</p>

Social Studies Integration

Overview Questions: What does Mississippi contribute to the rest of the world?

G.4.2/E.4.2 Understand and evaluate how geographic, environmental and economic factors influence life and work in Mississippi.

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, representing 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