COMMON CORE CONNECTIONS

Explore Predators and Prey!

Grade: 4 Language
CCSS.ELA-Literacy.L.4.3,4,4a,4b,4c,5,6

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade: 4 Reading: Foundation Skills
CCSS.ELA-Literacy.RF.4.3,3a,4,4a,4c

3 Know and apply grade-level phonics and word analysis skills in decoding words.
3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
4 Read with sufficient accuracy and fluency to support comprehension.
4a Read grade-level text with purpose and understanding.
4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade: 4 Reading: Informational Text
CCSS.ELA-Literacy.RI.4.1,2,3,4,5,6,7,8,9,10

1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8 Explain how an author uses reasons and evidence to support particular points in a text.
9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade: 4 Speaking & Listening
1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3 Identify the reasons and evidence a speaker provides to support particular points.
4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Grade: 4 Writing
2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.