

# Main Criteria: Discoveries in Writing

## Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 4

### Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Reading

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

R2.

Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.

#### CONTENT STANDARD / DOMAIN

#### Reading

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

R4.

Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.4.

Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.

#### CONTENT STANDARD / DOMAIN

#### Writing

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

W1.

Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W2.****Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.2.2.

Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.

**CONTENT  
STANDARD /  
DOMAIN****Listening, Speaking, Viewing, and Exchanging Ideas****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****LSVEI2.****Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.**INDICATORS  
OF PROGRESS  
/ STRAND

4.3.2.1.

Use vocabulary, language, structure, and features of spoken language to convey ideas precisely, in communicating with others in social and academic situations.

Lesson 02: Unit 2 Writing from Notes, p. 19-26

**Minnesota Academic Standards****Language Arts**

Grade 4 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R2.****Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R4.****Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.4.

Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W2.****Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.2.2.

Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W8.****Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.8.1.

Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 03: Unit 2 Writing from Notes, p. 27-34

## Language Arts

Grade 4 - Adopted: 2020

### CONTENT STANDARD / DOMAIN

#### Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
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INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.
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### CONTENT STANDARD / DOMAIN

#### Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
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INDICATORS OF PROGRESS / STRAND	4.1.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
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INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
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### CONTENT STANDARD / DOMAIN

#### Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
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INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
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### CONTENT STANDARD / DOMAIN

#### Writing

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
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INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
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**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W8.****Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.8.1.

Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

## Lesson 04: Unit 2 Writing from Notes, p. 35-42

**Minnesota Academic Standards****Language Arts**

Grade 4 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R2.****Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R4.****Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W2.</b>	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

## Language Arts

Grade 4 - Adopted: 2020

CONTENT  
STANDARD /  
DOMAIN

## Reading

PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT

R2.

Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.

CONTENT  
STANDARD /  
DOMAIN

## Reading

PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT

R4.

Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.2.

Determine a theme or central idea of a story, drama, or poem from details in the text.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.3.

Describe a literary element in detail, drawing on specific details from literary text.

CONTENT  
STANDARD /  
DOMAIN

## Reading

PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT

R8.

Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.8.1.

Distinguish literal from figurative language in stories, poems, or songs.

CONTENT  
STANDARD /  
DOMAIN

## Writing

PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT

W2.

Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W5.</b>	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
INDICATORS OF PROGRESS / STRAND	4.2.5.2.	Write to respond to the conclusion of a literary text.

### Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>



<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Reading

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

**R2.**

**Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**

INDICATORS OF PROGRESS / STRAND

4.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.

#### CONTENT STANDARD / DOMAIN

#### Reading

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

**R4.**

**Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.**

INDICATORS OF PROGRESS / STRAND

4.1.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

INDICATORS OF PROGRESS / STRAND

4.1.4.2.

Determine a theme or central idea of a story, drama, or poem from details in the text.

INDICATORS OF PROGRESS / STRAND

4.1.4.3.

Describe a literary element in detail, drawing on specific details from literary text.

#### CONTENT STANDARD / DOMAIN

#### Reading

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

**R8.**

**Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.**

INDICATORS OF PROGRESS / STRAND	4.1.8.1.	Distinguish literal from figurative language in stories, poems, or songs.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W2.</b>	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W5.</b>	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
INDICATORS OF PROGRESS / STRAND	4.2.5.2.	Write to respond to the conclusion of a literary text.

### Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Reading</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R2.</b>	<b>Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b>
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Reading</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R4.</b>	<b>Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b>
INDICATORS OF PROGRESS / STRAND	4.1.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R9.****Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W2.****Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.2.2.

Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

### Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	4.1.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
CONTENT STANDARD / DOMAIN		Reading

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>

INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.
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Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

**Minnesota Academic Standards**

**Language Arts**  
Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>		<b>Reading</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R2.</b>	<b>Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b>
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Reading</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R4.</b>	<b>Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b>
INDICATORS OF PROGRESS / STRAND	4.1.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Reading</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>

INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W2.</b>	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.



**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W8.****Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.8.1.

Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

## Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

**Minnesota Academic Standards****Language Arts**

Grade 4 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R2.****Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R4.****Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.4.4.

Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R9.****Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
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INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
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**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
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INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
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**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
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INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
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INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
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**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
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INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
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**CONTENT  
STANDARD /  
DOMAIN****Writing**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Reading

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R2.</b>	<b>Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b>
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.

#### CONTENT STANDARD / DOMAIN

#### Reading

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R4.</b>	<b>Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b>
INDICATORS OF PROGRESS / STRAND	4.1.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.

#### CONTENT STANDARD / DOMAIN

#### Reading

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>
INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

#### CONTENT STANDARD / DOMAIN

#### Writing

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W2.</b>	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>

INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.
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Lesson 14: Unit 5 Writing from Pictures, p. 113-118

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	4.1.5.3.	Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

**Minnesota Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Reading</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R5.</b>	<b>Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>
INDICATORS OF PROGRESS / STRAND	4.1.5.3.	Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Reading</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>

INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 16: Unit 5 Writing from Pictures, p. 125-128

**Minnesota Academic Standards**

**Language Arts**

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**CONTENT  
STANDARD /  
DOMAIN**

**Reading**

**PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT**

**R5.**

**Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.**

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.5.3.

Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

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**Language Arts**

Grade 4 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN**

**Reading**

**PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT**

**R5.**

**Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.**

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.5.3.

Interpret the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.

**CONTENT  
STANDARD /  
DOMAIN**

**Reading**

**PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT**

**R9.**

**Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.**

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

**CONTENT  
STANDARD /  
DOMAIN**

**Writing**

**PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT**

**W1.**

**Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**



INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

**Minnesota Academic Standards**

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Grade 4 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Reading**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>
INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Reading</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>
INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing
INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

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**CONTENT  
STANDARD /  
DOMAIN**

**Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	4.1.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
CONTENT STANDARD / DOMAIN		Reading
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
CONTENT STANDARD / DOMAIN		Writing
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.2.8.1.

Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

## Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

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**CONTENT  
STANDARD /  
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

## Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

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#### Language Arts

Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>		<b>Reading</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R2.</b>	<b>Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.</b>
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 4 text complexity.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Reading</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R4.</b>	<b>Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.</b>
INDICATORS OF PROGRESS / STRAND	4.1.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

INDICATORS OF PROGRESS / STRAND	4.1.4.4.	Explain events, concepts, or steps in a procedure, including what happened and why, based on specific details, in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Reading</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.</b>
INDICATORS OF PROGRESS / STRAND	4.1.9.1.	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W2.</b>	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.</b>
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Write to compare and contrast personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W7.</b>	<b>Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.2.	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.

### Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

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### Language Arts

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<b>CONTENT STANDARD / DOMAIN</b>	<b>Writing</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.
INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 24: Unit 7 Inventive Writing, p. 191-196

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**Language Arts**

Grade 4 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>		<b>Writing</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

Lesson 25: Unit 7 Inventive Writing, p. 197-202

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**Language Arts**

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**CONTENT  
STANDARD /  
DOMAIN****Reading****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****R9.****Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.**INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W7.****Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.7.2.

Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.

Lesson 26: Unit 7 Inventive Writing, p. 203-210

## Language Arts

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### CONTENT STANDARD / DOMAIN

#### Reading

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

R9.

**Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.**

INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

### CONTENT STANDARD / DOMAIN

#### Writing

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

W1.

**Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

### CONTENT STANDARD / DOMAIN

#### Writing

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

W3.

**Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

### CONTENT STANDARD / DOMAIN

#### Writing

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

W7.

**Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.**

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.7.2.

Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W8.****Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.8.1.

Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 27: Unit 7 Inventive Writing, p. 211-218

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**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W1.****Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing****PERFORMANCE  
INDICATOR /  
DOMAIN  
COMPONENT****W3.****Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.**INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

Lesson 28: Unit 7 Inventive Writing, p. 219-226

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Grade 4 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.2.7.2.

Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.

Lesson 29: Unit 7 Inventive Writing, p. 227-234

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Writing

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS OF PROGRESS / STRAND	4.2.1.2.	Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.
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#### CONTENT STANDARD / DOMAIN

#### Writing

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.</b>
INDICATORS OF PROGRESS / STRAND	4.2.3.1.	Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS OF PROGRESS / STRAND	4.2.3.2.	Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.
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Lesson 30: Unit 7 Inventive Writing, p. 235-239

## Minnesota Academic Standards

### Language Arts

Grade 4 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Reading**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.1.9.1.

Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
---	-----	---

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.1.

Use correct punctuation (including punctuation of dialogue and commas with clauses), spelling, capitalization, and grammar, authentically in writing

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.1.2.

Apply spelling patterns and rules to spell words with Anglo-Saxon word origin, authentically in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.
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INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.1.

Plan and draft multiple pieces of writing; self-select which of them to revise, edit, and publish.

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.3.2.

Use words, phrases, and punctuation to convey ideas precisely, in formal and informal writing contexts.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
---	-----	--

INDICATORS  
OF PROGRESS  
/ STRAND

4.2.7.2.

Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility, and relevance of information, avoiding plagiarism, and share findings in writing.

**CONTENT  
STANDARD /  
DOMAIN****Writing**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS / STRAND	4.2.8.1.	Use and cite a variety of sources on a topic, both quoting and summarizing, avoiding plagiarism.