

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.	
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.	
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.	
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.	
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 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.
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.

Minnesota Academic Standards

Language Arts

Grade 4 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	
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.	
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.	
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.	

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	W5.	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.
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		
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 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.
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	W5.	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.
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

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

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.
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.
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 11: Unit 4 Summarizing a Reference, p. 83-92

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.

**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 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.
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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.

**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.

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

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.
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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.
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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.
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INDICATORS OF PROGRESS / STRAND	4.1.9.1.
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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.
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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	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
CONTENT STANDARD / DOMAIN	Reading	
	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	4.1.5.3.	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	Writing	
	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	
	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 15: Unit 5 Writing from Pictures, p. 119-124		
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.
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.

Minnesota Academic Standards**Language Arts**

Grade 4 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
R5.	4.1.5.3.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. 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.

Minnesota Academic Standards**Language Arts**

Grade 4 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
R5.	4.1.5.3.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. 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	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
R9.	4.1.9.1.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information. 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	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
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 18: Unit 6 Summarizing Multiple References, p. 135-142

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

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

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	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.
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Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170**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.
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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	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.
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 22: Unit 6 Summarizing Multiple References, p. 171-184

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

Minnesota Academic Standards

Language Arts

Grade 4 - Adopted: 2020

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

Minnesota Academic Standards

Language Arts

Grade 4 - Adopted: 2020

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.

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

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.
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

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.
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

Minnesota Academic Standards**Language Arts**

Grade 4 - Adopted: 2020

**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

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

Minnesota Academic Standards

Language Arts

Grade 4 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Writing
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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
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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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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.
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
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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	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.
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