

Main Criteria: Frontiers in Writing

Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

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

Minnesota Academic Standards

Language Arts

Grade 5 - 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

5.1.2.2.

Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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

5.1.4.2.

Determine a theme or central idea of a text and how it is developed or conveyed through specific details.

INDICATORS
OF PROGRESS
/ STRAND

5.1.4.4.

Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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

5.1.8.2.

Interpret words and phrases in academic, technical, and domain-specific vocabulary.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
R2.	5.1.2.2.	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.
CONTENT STANDARD / DOMAIN	Reading	
R4.	5.1.4.2.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.
CONTENT STANDARD / DOMAIN	Reading	
R8.	5.1.8.2.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
CONTENT STANDARD / DOMAIN	Writing	
W1.	5.2.1.1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
Lesson 03: Unit 2 Writing from Notes, p. 29-34		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)

Minnesota Academic Standards**Language Arts****Grade 5 - Adopted: 2020**

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	
R2.	5.1.2.2.	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		Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	
R4.	5.1.4.2.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	
R8.	5.1.8.2.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND		Interpret words and phrases in academic, technical, and domain-specific vocabulary.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	
W1.	5.2.1.1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND		Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

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	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary 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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

Minnesota Academic Standards

Language Arts

Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

Minnesota Academic Standards

Language Arts

Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	
INDICATORS OF PROGRESS / STRAND	5.1.2.2. Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.	
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R4.	
INDICATORS OF PROGRESS / STRAND	5.1.4.2. Determine a theme or central idea of a text and how it is developed or conveyed through specific details.	
INDICATORS OF PROGRESS / STRAND	5.1.4.4. Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.	
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R8.	
INDICATORS OF PROGRESS / STRAND	5.1.8.2. Interpret words and phrases in academic, technical, and domain-specific vocabulary.	
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R9.	
INDICATORS OF PROGRESS / STRAND	5.1.9.1. Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)	
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 11: Unit 4 Summarizing a Reference, p. 89-98		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 12: Unit 4 Summarizing a Reference, p. 99-110		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
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Lesson 13: Unit 5 Writing from Pictures, p. 111-116

Minnesota Academic Standards

Language Arts

Grade 5 - 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	5.1.5.3.	Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding in 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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

Minnesota Academic Standards

Language Arts

Grade 5 - 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	5.1.5.3.	Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding in text.
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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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.

Lesson 15: Unit 5 Writing from Pictures, p.123-130

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
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INDICATORS OF PROGRESS / STRAND	5.1.5.3.	Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding in text.
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CONTENT STANDARD / DOMAIN	Reading
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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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
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INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
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INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
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INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
R4.	5.1.4.2.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
R8.	5.1.8.2.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	DESCRIPTION
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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R3.	Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS / STRAND	5.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

Minnesota Academic Standards

Language Arts

Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R3.	Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS / STRAND	5.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 20: Unit 7 Inventive Writing, p. 165-172		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.

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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
Lesson 21: Unit 7 Inventive Writing, p. 173-180		

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

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	5.1.4.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
Reading		
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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
Writing		
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 22: Unit 7 Inventive Writing, p. 181-188		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

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	5.1.4.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the 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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 24: Unit 8 Formal Essay Models, p. 197-206		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R3.	Read independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.
INDICATORS OF PROGRESS / STRAND	5.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
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	5.1.4.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)

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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.7.2.	Plan and conduct independent research using sources to build and share knowledge of a topic, 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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)

Minnesota Academic Standards**Language Arts****Grade 5 - 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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)
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	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.7.2.	Plan and conduct independent research using sources to build and share knowledge of a topic, 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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Minnesota Academic Standards**Language Arts**

Grade 5 - Adopted: 2020

**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	5.1.4.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the 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	5.1.9.1.	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)

**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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.

INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Lesson 27: Unit 9 Formal Critique, p. 223-232		
Minnesota Academic Standards		
Language Arts		
Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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.
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INDICATORS OF PROGRESS / STRAND	5.2.5.2.	Write to respond to the style, tone, and plot of a literary text. (e.g., writing personal reactions, analysis, and interpretation of text)
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Lesson 28: Unit 9 Formal Critique, p. 233-240

Minnesota Academic Standards

Language Arts

Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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.

INDICATORS OF PROGRESS / STRAND	5.1.4.1.	Quote accurately from 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
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INDICATORS OF PROGRESS / STRAND	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text.
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INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.
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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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.5.2.	Write to respond to the style, tone, and plot of a literary text. (e.g., writing personal reactions, analysis, and interpretation of text)
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
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Lesson 29: Unit 9 Formal Critique, p. 241-248

Minnesota Academic Standards

Language Arts

Grade 5 - 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	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 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	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in 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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
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	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W3.	

INDICATORS OF PROGRESS / STRAND	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	W5.	
INDICATORS OF PROGRESS / STRAND	5.2.5.2.	Write to respond to the style, tone, and plot of a literary text. (e.g., writing personal reactions, analysis, and interpretation of text)

Lesson 30: Unit 9 Formal Critique, p. 249-261

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	R2.	
INDICATORS OF PROGRESS / STRAND	5.1.2.2.	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.

CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	INDICATORS OF PROGRESS / STRAND
	R4.	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS / STRAND	5.1.4.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	5.1.4.2.	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.
INDICATORS OF PROGRESS / STRAND	5.1.4.3.	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text.
INDICATORS OF PROGRESS / STRAND	5.1.4.4.	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.
CONTENT STANDARD / DOMAIN	Reading	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	INDICATORS OF PROGRESS / STRAND
	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	5.1.8.2.	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
CONTENT STANDARD / DOMAIN	Writing	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	INDICATORS OF PROGRESS / STRAND	INDICATORS OF PROGRESS / STRAND
	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Use correct punctuation (including semi-colons and colons), spelling, capitalization, and grammar, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.2.	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
INDICATORS OF PROGRESS / STRAND	5.2.1.3.	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
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	5.2.3.1.	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
INDICATORS OF PROGRESS / STRAND	5.2.3.2.	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to intended audience and context.
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	5.2.5.2.	Write to respond to the style, tone, and plot of a literary text. (e.g., writing personal reactions, analysis, and interpretation of text)
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	5.2.8.1.	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)