

**Main Criteria:** Minnesota Academic Standards

**Secondary Criteria:** Fix It! Grammar

**Subject:** Language Arts

**Grade:** 4

**Correlation Options:** Show Correlated

**Minnesota Academic Standards**

**Language Arts**

Grade: 4 - Adopted: 2010

**CONTENT  
STANDARD /  
DOMAIN**

**MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.1.10.10.	<b>By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.</b>

INDICATORS OF PROGRESS 4.1.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

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**CONTENT  
STANDARD /  
DOMAIN**

**MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
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INDICATORS OF PROGRESS / STRAND	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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INDICATORS OF PROGRESS 4.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CONTENT STANDARD / DOMAIN**

**MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.1.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>

INDICATORS  
OF PROGRESS

4.8.1.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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INDICATORS OF PROGRESS 4.8.1.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

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INDICATORS OF PROGRESS      4.8.1.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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INDICATORS OF PROGRESS 4.8.1.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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**CONTENT STANDARD / DOMAIN**

**MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 4.8.6.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)

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CONTENT STANDARD / DOMAIN MN.4.10. Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



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INDICATORS 4.10.1.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red  
OF PROGRESS . small bag).

**Fix It! Grammar**

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INDICATORS 4.10.1.1. Form and use prepositional phrases.  
OF PROGRESS e.

**Fix It! Grammar**

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INDICATORS OF PROGRESS 4.10.1.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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INDICATORS OF PROGRESS 4.10.1.1.g. Correctly use frequently confused words (e.g., to, too, two; there, their).

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**CONTENT STANDARD / DOMAIN** MN.4.10. Language Benchmarks K-5

**PERFORMANCE INDICATOR / DOMAIN COMPONENT**

Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	4.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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INDICATORS OF PROGRESS 4.10.2.2.b Use commas and quotation marks to mark direct speech and quotations from a text.

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INDICATORS OF PROGRESS 4.10.2.2.c Use a comma before a coordinating conjunction in a compound sentence.

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- Week 13

INDICATORS OF PROGRESS 4.10.2.2. d. Spell grade-appropriate words correctly, consulting references as needed.

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**CONTENT STANDARD / DOMAIN** MN.4.10. Language Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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INDICATORS 4.10.3.3.b Choose punctuation for effect.  
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INDICATORS OF PROGRESS 4.10.3.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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**CONTENT STANDARD / DOMAIN** MN.4.10. Language Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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INDICATORS 4.10.4.4. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
OF PROGRESS a.

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INDICATORS OF PROGRESS 4.10.4.4. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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**CONTENT STANDARD / DOMAIN** MN.4.10. Language Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND 4.10.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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