

# Main Criteria: Medieval History-Based Writing Lessons

## Secondary Criteria: Minnesota Academic Standards

### Subject: Language Arts

Grades: 6, 7, 8

### Medieval History-Based Writing Lessons

Lesson 01: Unit 1 Note Taking an Outlines, p. 11-16

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

6.1.2.2.

At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS  
OF PROGRESS

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS  
OF PROGRESS

6.1.4.4.

Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.
INDICATORS OF PROGRESS	6.3.2.1.	Use vocabulary, language, structure and features of spoken language to communicate ideas precisely in a variety of forms, including digital and face-to-face interactions, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas

INDICATORS OF PROGRESS / STRAND	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.
INDICATORS OF PROGRESS	6.3.3.1.	Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
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#### CONTENT STANDARD / DOMAIN

#### Grade 7

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

INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
INDICATORS OF PROGRESS	7.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.

INDICATOR

7.3.1.1.a.

acknowledge and elaborate on others' ideas.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS  
OF PROGRESS

7.3.2.1.

Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.

INDICATORS  
OF PROGRESS

7.3.3.1.

Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored (e.g. collaborative magazine, blog or presentation).

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

8.1.4.2.

Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

INDICATORS  
OF PROGRESS

8.1.4.4.

Analyze how a text makes connections between individuals, events or concepts in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	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

8.2.5.1.

Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS

8.2.6.1.

Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.

INDICATORS OF PROGRESS

8.2.6.2.

Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
INDICATORS OF PROGRESS	8.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.

INDICATOR

8.3.1.1.a.

elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS

8.3.2.1.

Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone, and identify impact in communicating with others, considering audience and context.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI3.	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline.
INDICATORS OF PROGRESS	8.3.3.1.	Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices.
INDICATORS OF PROGRESS	8.3.3.2.	Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.

**Lesson 02: Unit 2 Writing from Notes, p. 17-26****Minnesota Academic Standards****Language Arts****Grade 6 - Adopted: 2020****CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading

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	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

**Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020****CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      8.2.5.1.      Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**      **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS      8.2.6.1.      Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.

INDICATORS OF PROGRESS      8.2.6.2.      Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**      **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      8.2.8.1.      Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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

**Minnesota Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**      **Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Language Arts

Grade 7 - Adopted: 2020

### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS      7.1.2.2.      At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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      7.1.4.2.      Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS      7.1.4.4.      Analyze the interactions between individuals, events or concepts in informational text.

### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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      7.2.1.3.      Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS      7.2.2.1.      Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

8.1.4.2.

Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

INDICATORS  
OF PROGRESS

8.1.4.4.

Analyze how a text makes connections between individuals, events or concepts in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

8.2.1.1.

Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.

INDICATORS  
OF PROGRESS

8.2.1.3.

Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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### Lesson 04: Unit 2 Writing from Notes, p. 35-44

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
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#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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      6.2.1.3.      Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**      **Grade 6**

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

INDICATORS OF PROGRESS      6.2.2.1.      Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS OF PROGRESS      6.2.2.2.      Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT STANDARD / DOMAIN**      **Grade 6**

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

INDICATORS OF PROGRESS      6.2.3.1.      Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**      **Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      6.2.5.1.      Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

6.2.6.2.

Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

6.2.8.1.

Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

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

Grade 7 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W5.</b>	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

**Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020****CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      8.2.5.1.      Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**      **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS      8.2.6.1.      Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.

INDICATORS OF PROGRESS      8.2.6.2.      Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**      **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      8.2.8.1.      Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-52

**Minnesota Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2020**

**CONTENT STANDARD / DOMAIN**      **Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS	6.1.4.3.	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	6.1.5.1.	Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 6	

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

INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
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INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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## Language Arts

### Grade 7 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 7

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### INDICATORS OF PROGRESS / STRAND

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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

#### INDICATORS OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### 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

7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

#### INDICATORS OF PROGRESS

7.1.4.3.

Analyze the interactions between characters, settings, events or ideas in literary text.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### INDICATORS OF PROGRESS / STRAND

R5.

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

#### INDICATORS OF PROGRESS

7.1.5.1.

Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Writing

#### 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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

8.1.4.2.

Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

INDICATORS  
OF PROGRESS

8.1.4.3.

Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS  
OF PROGRESS

8.1.5.1.

Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing



INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 53-60

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS	6.1.4.3.	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	6.1.5.1.	Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	

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

INDICATORS OF PROGRESS      6.2.3.1.      Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      6.2.5.1.      Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS      6.2.6.2.      Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS      7.1.2.2.      At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.1.5.1.	Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
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## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS

6.1.2.2.

At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS OF PROGRESS

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS OF PROGRESS

6.1.4.3.

Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.

#### CONTENT STANDARD / DOMAIN

#### Grade 6

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



INDICATORS OF PROGRESS	6.1.5.1.	Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS

7.1.5.1.

Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS

7.2.2.1.

Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

#### CONTENT STANDARD / DOMAIN

#### Grade 7

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

INDICATORS OF PROGRESS

7.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS

7.2.3.2.

Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

8.1.2.2.

At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

8.1.4.2.

Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

INDICATORS  
OF PROGRESS

8.1.4.3.

Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS

8.1.5.1.

Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS

8.1.6.2.

Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

8.2.1.1.

Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.

INDICATORS OF PROGRESS

8.2.1.3.

Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS

8.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-78

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

Grade 6 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

6.1.2.2.

At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS  
OF PROGRESS

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS  
OF PROGRESS

6.1.4.3.

Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.1.5.1.

Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing



<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W6.</b>	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 7

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### INDICATORS OF PROGRESS / STRAND

#### 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

#### INDICATORS OF PROGRESS

#### 7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### 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

#### 7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

#### INDICATORS OF PROGRESS

#### 7.1.4.3.

Analyze the interactions between characters, settings, events or ideas in literary text.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### INDICATORS OF PROGRESS / STRAND

#### R5.

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

#### INDICATORS OF PROGRESS

#### 7.1.5.1.

Analyze how the sequence of events is told and developed in a story, drama or poem to contribute to its meaning.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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#### CONTENT STANDARD / DOMAIN

#### Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
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#### CONTENT STANDARD / DOMAIN

#### Grade 8

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

INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

### Lesson 09: Unit 4 Summarizing a Reference, p. 79-86

## Minnesota Academic Standards

### Language Arts

#### Grade 6 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	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

6.2.5.1.

Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS

6.2.6.2.

Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	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

6.2.8.1.

Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 7.1.2.2. At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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 7.1.4.2. Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS 7.1.4.4. Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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 7.2.1.3. Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS 7.2.2.1. Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS 7.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.



INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 8	

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 10: Unit 4 Summarizing a Reference, p. 87-96

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R2.</b>	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>

INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R4.</b>	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>

INDICATORS OF PROGRESS	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
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INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
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<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W6.</b>	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>

INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 11: Unit 4 Summarizing a Reference, p. 97-104

## Minnesota Academic Standards

### Language Arts

#### Grade 6 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R2.</b>	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>

INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	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

6.2.5.1.

Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS

6.2.6.2.

Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	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

6.2.8.1.

Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS      7.1.2.2.      At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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      7.1.4.2.      Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS      7.1.4.4.      Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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      7.2.1.3.      Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS      7.2.2.1.      Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS      7.2.3.1.      Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 8	

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 12: Unit 4 Summarizing a Reference, p. 105-116

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
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#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
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INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.4.	Analyze the interactions between individuals, events or concepts in informational text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W6.</b>	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W8.</b>	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>

INDICATORS OF PROGRESS	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 13: Unit 5 Writing from Pictures, p. 117-122

**Minnesota Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2020**

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R5.</b>	<b>Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>

INDICATORS OF PROGRESS	6.1.5.3.	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
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INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
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**Minnesota Academic Standards****Language Arts****Grade 8 - Adopted: 2020****CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.5.3.	Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN	Grade 8	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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Lesson 14: Unit 5 Writing from Pictures, p. 123-128

**Minnesota Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2020

**CONTENT STANDARD / DOMAIN** **Grade 6**

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

INDICATORS OF PROGRESS	6.1.5.3.	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
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**CONTENT STANDARD / DOMAIN** **Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
CONTENT STANDARD / DOMAIN		Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS      6.2.6.2.      Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 7

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

INDICATORS OF PROGRESS      7.1.5.3.      Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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      7.2.1.3.      Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS      7.2.2.1.      Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

#### CONTENT STANDARD / DOMAIN

#### Grade 7

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

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN** **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
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## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN** **Grade 8**

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

INDICATORS OF PROGRESS	8.1.5.3.	Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

Lesson 15: Unit 5 Writing from Pictures, p. 129-134

**Minnesota Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	6.1.5.3.	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Reading</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R5.</b>	<b>Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</b>

INDICATORS OF PROGRESS	7.1.5.3.	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W1.</b>	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W3.</b>	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS  
OF PROGRESS

8.1.5.3.

Compare and contrast the ideas/information conveyed through illustrations, graphics and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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### Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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#### CONTENT STANDARD / DOMAIN

#### Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
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#### CONTENT STANDARD / DOMAIN

#### Grade 6

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

INDICATORS OF PROGRESS      6.1.9.1.      Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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      6.2.1.3.      Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS      6.2.2.1.      Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS OF PROGRESS      6.2.2.2.      Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS      6.2.3.1.      Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 6.2.5.1. Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 6.2.6.2. Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.7.2. Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 6.2.8.1. Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

**Minnesota Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2020



**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS  
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS  
OF PROGRESS

7.1.9.1.

Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-154

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 6

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### INDICATORS OF PROGRESS / STRAND

#### 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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

#### INDICATORS OF PROGRESS

#### 6.1.2.1.

Read independently and self-monitor understanding of grade-level text; annotate learning (i.e., underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to, connecting to prior knowledge, using context clues, reading ahead and looking back.

#### INDICATORS OF PROGRESS

#### 6.1.2.2.

At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

#### CONTENT STANDARD / DOMAIN

#### Grade 6

#### PERFORMANCE INDICATOR / DOMAIN COMPONENT

#### Reading

#### 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

#### 6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

#### INDICATORS OF PROGRESS

#### 6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

#### INDICATORS OF PROGRESS

#### 6.1.4.4.

Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.

#### CONTENT STANDARD / DOMAIN

#### Grade 6

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

INDICATORS OF PROGRESS 6.1.9.1. Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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 6.2.1.3. Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.2.1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS OF PROGRESS 6.2.2.2. Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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**Minnesota Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2020



**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS  
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS  
OF PROGRESS

7.1.9.1.

Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.

INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 18: Unit 6 Summarizing Multiple References, p. 155-162

Minnesota Academic Standards

Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Reading

INDICATORS OF PROGRESS / STRAND

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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS

6.1.2.1.

Read independently and self-monitor understanding of grade-level text; annotate learning (i.e., underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to, connecting to prior knowledge, using context clues, reading ahead and looking back.

INDICATORS OF PROGRESS

6.1.2.2.

At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 6

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Reading

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

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS OF PROGRESS

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS OF PROGRESS

6.1.4.4.

Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.

CONTENT STANDARD / DOMAIN

Grade 6

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

INDICATORS OF PROGRESS 6.1.9.1. Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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 6.2.1.3. Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.2.1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS OF PROGRESS 6.2.2.2. Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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**Minnesota Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2020



**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS  
OF PROGRESS

7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS  
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS  
OF PROGRESS

7.1.9.1.

Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	

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

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
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**CONTENT STANDARD / DOMAIN** **Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
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INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 19: Unit 6 Summarizing Multiple References, p. 163-170

**Minnesota Academic Standards**

**Language Arts**  
**Grade 6 - Adopted: 2020**

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	6.1.2.1.	Read independently and self-monitor understanding of grade-level text; annotate learning (i.e., underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to, connecting to prior knowledge, using context clues, reading ahead and looking back.
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INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	6.1.9.1.	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing



INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 7.1.2.2. At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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 7.1.4.1. Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS OF PROGRESS 7.1.4.2. Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS OF PROGRESS 7.1.4.4. Analyze the interactions between individuals, events or concepts in informational text.

#### CONTENT STANDARD / DOMAIN

#### Grade 7

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

INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 7.2.6.1. Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS 7.2.7.2. Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 7.2.8.1. Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

#### Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 8.1.2.1. Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

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

INDICATORS OF PROGRESS 8.2.2.1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS 8.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.

INDICATORS OF PROGRESS 8.2.3.2. Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 8.2.5.1. Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 8.2.6.1. Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.

INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	8.2.7.1.	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
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INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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### Lesson 20: Unit 7 Inventive Writing, p. 171-178

## Minnesota Academic Standards

### Language Arts

#### Grade 6 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
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INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.2.8.1.

Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

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

Grade 7 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS  
OF PROGRESS

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS  
OF PROGRESS

7.2.2.1.

Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS  
OF PROGRESS

7.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS  
OF PROGRESS

7.2.3.2.

Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**



PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      7.2.5.1.      Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS      7.2.6.1.      Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      7.2.8.1.      Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

#### Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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      8.1.4.1.      Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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### Lesson 21: Unit 7 Inventive Writing, p. 179-186

## Minnesota Academic Standards

### Language Arts

#### Grade 6 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	<b>Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</b>

INDICATORS OF PROGRESS	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 22: Unit 7 Inventive Writing, p. 187-194

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

**CONTENT STANDARD / DOMAIN** **Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 23: Unit 7 Inventive Writing, p. 195-200

**Minnesota Academic Standards**

**Language Arts**

Grade 6 - Adopted: 2020

**CONTENT STANDARD / DOMAIN** **Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 24: Unit 7 Inventive Writing, p. 201-208

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.5.1.

Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS  
OF PROGRESS

7.2.6.1.

Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 25: Unit 8 Formal Essay Models, p. 209-216

**Minnesota Academic Standards**

**Language Arts**

**Grade 6 - Adopted: 2020**

CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	6.1.9.1.	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 6</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.



INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
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**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

7.2.8.1.

Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

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

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

8.1.2.1.

Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

8.1.4.1.

Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 26: Unit 8 Formal Essay Models, p. 216-226

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	6.1.2.2.	At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
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INDICATORS OF PROGRESS	6.1.4.4.	Analyze how a key individual, event or concept is introduced, illustrated and elaborated in informational text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.1.5.2.	Analyze how a given sentence, paragraph or section fits into the overall structure of an informational text (including, but not limited to, description, classification, cause/effect and comparison/contrast) and contributes to the development of ideas.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	6.1.9.1.	Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	6.2.1.3.	Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	6.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.
INDICATORS OF PROGRESS	6.2.2.2.	Write to reflect how personal perspective, identity and voice have developed over time.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	6.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing



INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 6	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

7.1.2.2.

At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

INDICATORS  
OF PROGRESS

7.1.4.2.

Analyze how the themes or central ideas develop over the course of a single text.

INDICATORS  
OF PROGRESS

7.1.4.4.

Analyze the interactions between individuals, events or concepts in informational text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS  
OF PROGRESS

7.1.6.1.

Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>
INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 7</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 7.2.6.1. Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS 7.2.7.2. Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 7.2.8.1. Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

#### Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 8.1.2.1. Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.4.	Analyze how a text makes connections between individuals, events or concepts in informational text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

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

INDICATORS OF PROGRESS 8.2.2.1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS 8.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.

INDICATORS OF PROGRESS 8.2.3.2. Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 8.2.5.1. Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 8.2.6.1. Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.

INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	8.2.7.1.	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
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INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
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<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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### Lesson 27: Unit 8 Formal Essay Models, p. 227-232

## Minnesota Academic Standards

### Language Arts

#### Grade 6 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
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<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 6</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS      6.1.9.1.      Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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      6.2.1.3.      Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS      6.2.2.1.      Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS OF PROGRESS      6.2.2.2.      Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS      6.2.3.1.      Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**



PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 6.2.5.1. Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 6.2.6.2. Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.7.2. Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 6.2.8.1. Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.

**Minnesota Academic Standards**

**Language Arts**

Grade 7 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

7.1.4.1.

Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS  
OF PROGRESS

7.1.6.1.

Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS  
OF PROGRESS

7.1.9.1.

Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

7.2.1.3.

Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.

INDICATORS  
OF PROGRESS

7.2.2.1.

Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.

INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading

INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
CONTENT STANDARD / DOMAIN		Grade 8
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 8
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
CONTENT STANDARD / DOMAIN		Grade 8
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD / DOMAIN		Grade 8

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.2.7.1.	Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.
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INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

## Language Arts

Grade 6 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN**
**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS      6.1.2.2.      At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN**
**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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      6.1.4.1.      Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS OF PROGRESS      6.1.4.2.      Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS OF PROGRESS      6.1.4.3.      Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.

**CONTENT  
STANDARD /  
DOMAIN**
**Grade 6**

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

INDICATORS OF PROGRESS      6.1.5.1.      Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.1.9.1.

Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS  
OF PROGRESS

6.2.2.2.

Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.



**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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INDICATORS OF PROGRESS	6.2.5.2.	Write to respond to a literary text, demonstrating understanding of character complexity (e.g., writing personal reactions, analysis, and interpretation of text).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R2.</b>	<b>Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.</b>

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R4.</b>	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>

INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
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INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>

INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

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

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 7.2.6.1. Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS 7.2.7.2. Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 7.2.8.1. Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

#### Grade 8 - Adopted: 2020

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS 8.1.2.1. Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.

INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 8</b>	

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

INDICATORS OF PROGRESS      8.1.9.1.      Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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      8.2.1.1.      Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.

INDICATORS OF PROGRESS      8.2.1.3.      Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS      8.2.2.1.      Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.

**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS      8.2.3.1.      Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.

INDICATORS OF PROGRESS      8.2.3.2.      Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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INDICATORS OF PROGRESS	8.2.5.2.	Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 239-244

## Minnesota Academic Standards

### Language Arts

Grade 6 - Adopted: 2020

CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	6.1.4.1.	Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.
INDICATORS OF PROGRESS	6.1.4.2.	Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.
INDICATORS OF PROGRESS	6.1.4.3.	Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	6.1.5.1.	Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.
CONTENT STANDARD / DOMAIN		Grade 6
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
INDICATORS OF PROGRESS	6.1.6.3.	Trace and evaluate the specific central theme or argument in a text, distinguishing claims that are supported by facts and evidence from claims that are not.



**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.1.9.1.

Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS  
OF PROGRESS

6.2.2.2.

Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS  
OF PROGRESS

6.2.3.1.

Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.5.1.	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
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INDICATORS OF PROGRESS	6.2.5.2.	Write to respond to a literary text, demonstrating understanding of character complexity (e.g., writing personal reactions, analysis, and interpretation of text).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	6.2.6.2.	Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS	6.2.7.2.	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

#### Grade 7 - Adopted: 2020

<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R4.</b>	<b>Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.</b>

INDICATORS OF PROGRESS	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
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INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R6.</b>	<b>Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</b>

INDICATORS OF PROGRESS	7.1.6.1.	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>R9.</b>	<b>Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.</b>

INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
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<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

INDICATORS OF PROGRESS	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
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INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
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CONTENT STANDARD / DOMAIN	Grade 7	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
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INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
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CONTENT STANDARD / DOMAIN	Grade 7	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	<b>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</b>

INDICATORS OF PROGRESS	7.2.5.1.	Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.
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INDICATORS OF PROGRESS	7.2.5.2.	Write to respond to literary texts of various forms, including comparing and contrasting narrative elements in various literary forms (e.g., writing personal reactions, analysis, and interpretation of text).
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CONTENT STANDARD / DOMAIN	Grade 7	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	7.2.6.1.	Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	7.2.7.2.	Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 7	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	7.2.8.1.	Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

## Minnesota Academic Standards

### Language Arts

Grade 8 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
CONTENT STANDARD / DOMAIN	Grade 8	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
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INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

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

INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
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**CONTENT STANDARD / DOMAIN** **Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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**CONTENT STANDARD / DOMAIN** **Grade 8**

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

INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	8.2.4.2.	Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
INDICATORS OF PROGRESS	8.2.5.2.	Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
CONTENT STANDARD / DOMAIN	Grade 8	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).



**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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

8.2.8.1.

Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 245-252

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

Grade 6 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS  
OF PROGRESS

6.1.2.2.

At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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

6.1.4.1.

Cite textual evidence to support analysis of what a text says explicitly and inferences drawn from the text; summarize the text.

INDICATORS  
OF PROGRESS

6.1.4.2.

Distinguish between stated and inferred central ideas; determine the themes and central ideas and support determination with evidence and inferences drawn from the text.

INDICATORS  
OF PROGRESS

6.1.4.3.

Analyze how a particular text's plot unfolds in episodes and how the characters respond in relation to the plot advancement in literary text.

**CONTENT  
STANDARD /  
DOMAIN****Grade 6**

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

INDICATORS OF PROGRESS

6.1.5.1.

Analyze how a given sentence, chapter, scene or stanza fits into the overall structure, including narrative point of view, of a literature text and contributes to the development of the theme, setting or plot.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS

6.1.9.1.

Access and make choices about information from a variety of sources, representing diverse perspectives, articulating how understanding is impacted by format/mode of information.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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

6.2.1.3.

Use nouns, verbs (correctly using verb tense), adjectives, adverbs and pronouns in sentences authentically in writing, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS

6.2.2.1.

Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format.

INDICATORS OF PROGRESS

6.2.2.2.

Write to reflect how personal perspective, identity and voice have developed over time.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.3.1. Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision; edit and publish.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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 6.2.5.1. Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS 6.2.6.2. Use dialogue and sensory detail to support development of literary elements, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

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

INDICATORS OF PROGRESS 6.2.7.2. Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.

**CONTENT STANDARD / DOMAIN**

**Grade 6**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	6.2.8.1.	Use and cite a variety of print and digital sources, paraphrasing in addition to quoting and summarizing, avoiding plagiarism.
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## Minnesota Academic Standards

### Language Arts

Grade 7 - Adopted: 2020

#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	7.1.2.2.	At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	7.1.4.1.	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.
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INDICATORS OF PROGRESS	7.1.4.2.	Analyze how the themes or central ideas develop over the course of a single text.
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INDICATORS OF PROGRESS	7.1.4.3.	Analyze the interactions between characters, settings, events or ideas in literary text.
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#### CONTENT STANDARD / DOMAIN

#### Grade 7

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	7.1.6.1.	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on an issue or topic.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	7.1.9.1.	Access and evaluate information from a variety of sources, representing diverse perspectives on a topic.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	7.2.1.3.	Authentically in writing, use nouns, verbs, adjectives, adverbs and pronouns (including intensive pronouns), explain their function in sentences, and ensure subject-verb and pronoun-antecedent agreement in simple, compound, complex and compound-complex sentences.
INDICATORS OF PROGRESS	7.2.2.1.	Write routinely for a range of tasks, purposes and audiences, choosing topics and format (e.g., personal interest, enjoyment, academic tasks).
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	7.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision and editing (e.g., peer or self-editing, or using digital tools), and publish.
INDICATORS OF PROGRESS	7.2.3.2.	Use words, phrases and sentence structures to establish consistency in voice, style and tone when writing, considering audience and context.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 7</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      7.2.5.1.      Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS      7.2.6.1.      Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth).

**CONTENT STANDARD / DOMAIN**

**Grade 7**

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

INDICATORS OF PROGRESS      7.2.7.2.      Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing.

**CONTENT STANDARD / DOMAIN**

**Grade 7**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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      7.2.8.1.      Use and cite a variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.

**Minnesota Academic Standards**

**Language Arts**

Grade 8 - Adopted: 2020

**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	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 and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS	8.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.
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INDICATORS OF PROGRESS	8.1.2.2.	At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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	8.1.4.1.	Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in the text (dialogue and quotations); objectively summarize the text.
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INDICATORS OF PROGRESS	8.1.4.2.	Determine multiple themes or central ideas of a single text and analyze its development over the course of the text.
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INDICATORS OF PROGRESS	8.1.4.3.	Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text.
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

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

INDICATORS OF PROGRESS	8.1.5.1.	Evaluate the differing structures, including narrative point of view, of two or more literary texts with similar themes or topics and how the structures contribute to their meaning and style (e.g., poetry/short story, drama/poem).
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**CONTENT  
STANDARD /  
DOMAIN****Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

INDICATORS OF PROGRESS	8.1.6.2.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths and traditional stories, including stories, poems and historical novels; describe how the material is rendered new.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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	8.2.1.1.	Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.
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INDICATORS OF PROGRESS	8.2.1.3.	Use nouns, verbs, adjectives, adverbs and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

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

INDICATORS OF PROGRESS	8.2.2.1.	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audio-visual elements) when applicable.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**



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

INDICATORS OF PROGRESS	8.2.3.1.	Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing and publishing.
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INDICATORS OF PROGRESS	8.2.3.2.	Use words, phrases and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	8.2.4.2.	Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.5.1.	Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT STANDARD / DOMAIN**

**Grade 8**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	8.2.6.1.	Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms.
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INDICATORS OF PROGRESS	8.2.6.2.	Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	8.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing (e.g., sources of different formats and/or perspectives).
<b>CONTENT STANDARD / DOMAIN</b>		<b>Grade 8</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	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	8.2.8.1.	Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism.
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