

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

**Minnesota Academic Standards**  
**Language Arts**  
 Grade 4 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.10.1 0.	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</b>

INDICATORS OF PROGRESS      4.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.  
a.

**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.3.0.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS      4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND      4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND      4.6.8.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATORS OF PROGRESS 4.6.9.9.b. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CONTENT STANDARD / DOMAIN** **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

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

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

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

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

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

**CONTENT STANDARD / DOMAIN** **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND 4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN** **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND 4.8.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.3.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.4.4. a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	4.2.10.1 0.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS	4.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS 4.6.2.2.e. Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND 4.6.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND 4.6.6.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND      4.6.8.8.      Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS      4.6.9.9.b.      Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.1.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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INDICATORS OF PROGRESS      4.8.1.1.a.      Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.8.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATORS OF PROGRESS	4.10.3.3.a	Choose words and phrases to convey ideas precisely.
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INDICATORS OF PROGRESS	4.10.3.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.4.4 .	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATORS OF PROGRESS 4.10.4.4. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
a.

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

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

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

**Minnesota Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 4.1.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATORS OF PROGRESS / STRAND 4.1.2.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

INDICATORS OF PROGRESS / STRAND 4.1.3.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 4.1.6.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

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

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

**CONTENT STANDARD / DOMAIN** **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.3.0.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.3.3.	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATORS OF PROGRESS 4.6.3.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS OF PROGRESS 4.6.3.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATORS OF PROGRESS 4.6.3.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATORS OF PROGRESS 4.6.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS	4.6.9.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.10.10.</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>
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INDICATORS OF PROGRESS	4.6.10.10. a.	Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATORS OF PROGRESS	4.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	4.8.1.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATORS OF PROGRESS	4.8.1.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.8.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS 4.8.8.8.b. Publish the work and share it with an audience.

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

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

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS	4.10.3.3.b	Choose punctuation for effect.
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INDICATORS OF PROGRESS	4.10.3.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.4.4. a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	4.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**Minnesota Academic Standards  
Language Arts  
Grade 4 - Adopted: 2010**

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.1.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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INDICATORS OF PROGRESS / STRAND	4.1.3.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND      4.1.6.6.      Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.1.10.1 0.</b>	<b>By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.</b>
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INDICATORS OF PROGRESS      4.1.10.10. a.      Self-select texts for personal enjoyment, interest, and academic tasks.

**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

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

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

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.3.3.</b>	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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INDICATORS OF PROGRESS      4.6.3.3.a.      Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS OF PROGRESS	4.6.3.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATORS OF PROGRESS	4.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATORS OF PROGRESS	4.6.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Production and Distribution of Writing	
INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Research to Build and Present Knowledge	
INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Research to Build and Present Knowledge	
INDICATORS OF PROGRESS / STRAND	4.6.9.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATORS OF PROGRESS      4.6.9.9.a. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").



**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.10.10.	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>

INDICATORS OF PROGRESS      4.6.10.10.      Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.  
a.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

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

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

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

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

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

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND      4.8.2.2.      Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.8.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	4.8.8.8.	Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.1.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	4.10.2.2.a	Use correct capitalization.
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INDICATORS OF PROGRESS	4.10.2.2.d	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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

**CONTENT STANDARD / DOMAIN** **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	4.2.10.1 0.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS	4.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND 4.6.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND 4.6.6.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND 4.6.8.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS 4.6.9.9.b. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CONTENT STANDARD / DOMAIN** MN.4.8. **Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.1.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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INDICATORS OF PROGRESS 4.8.1.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

**CONTENT STANDARD / DOMAIN** MN.4.8. **Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND 4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	4.8.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
INDICATORS OF PROGRESS / STRAND	4.8.8.8.	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>

INDICATORS OF PROGRESS      4.8.8.8.b. Publish the work and share it with an audience.

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

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
INDICATORS OF PROGRESS / STRAND	4.10.2.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATORS OF PROGRESS      4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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

**CONTENT STANDARD / DOMAIN** MN.4.1. Reading Benchmarks: Literature K-5



<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.1.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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INDICATORS OF PROGRESS / STRAND	4.1.3.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	4.1.6.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	4.1.10.10.	<b>By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.</b>
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INDICATORS OF PROGRESS	4.1.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
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INDICATORS OF PROGRESS / STRAND	4.3.0.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATORS OF PROGRESS	4.3.0.4.a.	Read on-level text with purpose and understanding.
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INDICATORS OF PROGRESS	4.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.3.3.</b>	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATORS OF PROGRESS	4.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATORS OF PROGRESS	4.6.3.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATORS OF PROGRESS	4.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATORS OF PROGRESS	4.6.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATORS OF PROGRESS      4.6.9.9.a. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.10.10.</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>

INDICATORS OF PROGRESS      4.6.10.10. a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

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

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

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

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

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

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND 4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN** MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND 4.8.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**CONTENT STANDARD / DOMAIN** MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS 4.8.8.8.b. Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS 4.10.1.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS . 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS . 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS . 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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

Minnesota Academic Standards

Language Arts

Grade 4 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	4.1.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
INDICATORS OF PROGRESS / STRAND	4.1.3.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	4.1.6.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	4.1.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS	4.1.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.

**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

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

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

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.3.3.</b>	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATORS OF PROGRESS 4.6.3.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS OF PROGRESS 4.6.3.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATORS OF PROGRESS 4.6.3.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATORS OF PROGRESS 4.6.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND 4.6.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND 4.6.6.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND 4.6.8.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.9.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS 4.6.9.9.a. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.10.1 0.	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>
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INDICATORS OF PROGRESS 4.6.10.10. a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.

**CONTENT STANDARD / DOMAIN** MN.4.8. **Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.8.1.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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INDICATORS OF PROGRESS 4.8.1.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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



INDICATORS OF PROGRESS	4.8.1.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	4.8.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10. Language Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	4.10.1.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATORS OF PROGRESS      4.10.2.2.a      Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS      4.10.3.3.a      Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS      4.10.3.3.b      Choose punctuation for effect.

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

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

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

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

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

**Minnesota Academic Standards  
Language Arts  
Grade 4 - Adopted: 2010**

**CONTENT STANDARD / DOMAIN** MN.4.1. Reading Benchmarks: Literature K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 4.1.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATORS OF PROGRESS / STRAND 4.1.2.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

INDICATORS OF PROGRESS / STRAND 4.1.3.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**CONTENT STANDARD / DOMAIN** MN.4.1. Reading Benchmarks: Literature K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 4.1.6.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**CONTENT STANDARD / DOMAIN** MN.4.1. Reading Benchmarks: Literature K-5

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

**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS      4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.3.3.</b>	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATORS OF PROGRESS      4.6.3.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS OF PROGRESS      4.6.3.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATORS OF PROGRESS      4.6.3.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATORS OF PROGRESS      4.6.3.3.e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND      4.6.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND      4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	4.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	4.6.9.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
INDICATORS OF PROGRESS / STRAND	4.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	4.6.10.10.a.	Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	4.8.1.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS	4.8.1.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

INDICATORS OF PROGRESS	4.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	4.8.1.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATORS OF PROGRESS	4.8.1.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.8.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.1.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS 4.10.1.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.2.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.3.3	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.4.4	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATORS OF PROGRESS	4.10.4.4. a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	4.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.2.10.1 0.</b>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</b>

INDICATORS OF PROGRESS	4.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS	4.3.0.4.a.	Read on-level text with purpose and understanding.
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INDICATORS OF PROGRESS	4.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS	4.6.2.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	4.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	4.8.8.8.	Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.1.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.2.2 .	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	4.10.2.2.a .	Use correct capitalization.
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INDICATORS OF PROGRESS	4.10.2.2.d .	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATORS OF PROGRESS . 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS . 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATORS OF PROGRESS / STRAND 4.2.2.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	4.2.10.1 0.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS	4.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.

**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS	4.3.0.4.a.	Read on-level text with purpose and understanding.
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INDICATORS OF PROGRESS	4.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS	4.6.2.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATORS OF PROGRESS	4.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATORS OF PROGRESS      4.6.9.9.b. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND      4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>

INDICATORS OF PROGRESS      4.8.8.8.b. Publish the work and share it with an audience.

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

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.2.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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



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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.2.10.1 0.</b>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</b>
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INDICATORS OF PROGRESS 4.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.  
a.

**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

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

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

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND 4.6.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	4.6.9.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
INDICATORS OF PROGRESS / STRAND	4.8.8.8.	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>

INDICATORS OF PROGRESS 4.8.8.8.b. Publish the work and share it with an audience.

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

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

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

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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**CONTENT STANDARD / DOMAIN** MN.4.2. Reading Benchmarks: Informational Text K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 4.2.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATORS OF PROGRESS / STRAND 4.2.2.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD / DOMAIN** MN.4.2. Reading Benchmarks: Informational Text K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 4.2.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

INDICATORS OF PROGRESS / STRAND 4.2.5.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	4.2.10.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS	4.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.

**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
INDICATORS OF PROGRESS / STRAND	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	4.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	4.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
INDICATORS OF PROGRESS / STRAND	4.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS	4.6.2.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	4.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATORS OF PROGRESS      4.6.9.9.b.      Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND      4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS      4.8.8.8.b. Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS      4.10.1.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS      4.10.2.2.a Use correct capitalization.

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



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

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

INDICATORS OF PROGRESS      4.10.3.3.a      Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS      4.10.3.3.b      Choose punctuation for effect.

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

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

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

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

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

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	4.2.10.1 0.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
INDICATORS OF PROGRESS	4.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>

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

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

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND 4.6.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND 4.6.6.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	4.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	4.8.8.8.	Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.1.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATORS OF PROGRESS 4.10.1.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.5.5	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.</b>

INDICATORS OF PROGRESS 4.10.5.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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

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

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**CONTENT STANDARD / DOMAIN** MN.4.2. Reading Benchmarks: Informational Text K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 4.2.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATORS OF PROGRESS / STRAND 4.2.2.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD / DOMAIN** MN.4.2. Reading Benchmarks: Informational Text K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 4.2.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**CONTENT STANDARD / DOMAIN** MN.4.2. Reading Benchmarks: Informational Text K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND 4.2.7.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

INDICATORS OF PROGRESS / STRAND 4.2.8.8. Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD / DOMAIN MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	4.2.10.1 0.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS 4.2.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

**CONTENT STANDARD / DOMAIN MN.4.3. Reading Benchmarks: Foundational Skills K-5**

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

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

**CONTENT STANDARD / DOMAIN MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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INDICATORS OF PROGRESS / STRAND	4.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS	4.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.9.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**



<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND 4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS 4.8.8.8.b. Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS 4.10.1.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS 4.10.2.2.a. Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS      4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS      4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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

**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.1.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATORS OF PROGRESS / STRAND	4.1.3.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	4.1.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.
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INDICATORS OF PROGRESS	4.1.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND 4.2.8.8. Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD / DOMAIN** MN.4.2. **Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	4.2.10.1 0.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS 4.2.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

**CONTENT STANDARD / DOMAIN** MN.4.3. **Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	4.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATORS OF PROGRESS 4.6.3.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS OF PROGRESS 4.6.3.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATORS OF PROGRESS 4.6.3.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	4.6.9.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATORS OF PROGRESS	4.6.9.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
INDICATORS OF PROGRESS / STRAND	4.6.10.10.	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>
INDICATORS OF PROGRESS	4.6.10.10. a.	Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>

INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.1.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATORS OF PROGRESS	4.10.1.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATORS OF PROGRESS	4.10.2.2.a	Use correct capitalization.
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INDICATORS OF PROGRESS	4.10.2.2.d	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS 4.10.3.3a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3b Choose punctuation for effect.

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

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

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

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

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

**CONTENT STANDARD / DOMAIN** **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 4.1.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATORS OF PROGRESS / STRAND	4.1.3.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	4.1.10.1 0.	<b>By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.</b>
INDICATORS OF PROGRESS	4.1.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
INDICATORS OF PROGRESS / STRAND	4.3.0.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATORS OF PROGRESS	4.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	4.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
INDICATORS OF PROGRESS / STRAND	4.6.3.3.	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
INDICATORS OF PROGRESS	4.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATORS OF PROGRESS	4.6.3.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATORS OF PROGRESS	4.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.



**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	4.6.9.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
INDICATORS OF PROGRESS	4.6.9.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
INDICATORS OF PROGRESS / STRAND	4.6.10.10.	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>
INDICATORS OF PROGRESS	4.6.10.10. a.	Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>

INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS	4.10.1.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATORS OF PROGRESS	4.10.1.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATORS OF PROGRESS	4.10.2.2.a	Use correct capitalization.
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INDICATORS OF PROGRESS	4.10.2.2.d	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

**Minnesota Academic Standards**

**Language Arts**

Grade 4 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 4.2.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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INDICATORS OF PROGRESS / STRAND	4.2.9.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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INDICATORS OF PROGRESS / STRAND	4.2.10.1 0.	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</b>
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INDICATORS OF PROGRESS	4.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND 4.6.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND 4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND 4.6.6.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND 4.6.8.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS 4.6.9.9.b. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**CONTENT STANDARD / DOMAIN** MN.4.8. **Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.1.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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INDICATORS OF PROGRESS 4.8.1.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

**CONTENT STANDARD / DOMAIN** MN.4.8. **Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND 4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

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

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS      4.8.8.8.b.      Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS      4.10.1.1.d      Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS      4.10.2.2.a      Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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

**CONTENT STANDARD / DOMAIN** MN.4.2. Reading Benchmarks: Informational Text K-5



PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
INDICATORS OF PROGRESS / STRAND	4.2.9.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	4.2.10.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

INDICATORS OF PROGRESS 4.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.  
a.

**CONTENT STANDARD / DOMAIN** MN.4.3. **Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.3.0.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.2.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.4.4.	<b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>

INDICATORS OF PROGRESS / STRAND 4.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.1.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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INDICATORS OF PROGRESS	4.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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INDICATORS OF PROGRESS	4.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATORS OF PROGRESS	4.8.1.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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INDICATORS OF PROGRESS	4.8.1.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND 4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN** MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

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

**CONTENT STANDARD / DOMAIN** MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.8.8.8.	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS 4.8.8.8.b. Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.1.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS 4.10.1.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.2.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS . 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS . 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS . 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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

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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATORS OF PROGRESS / STRAND	4.2.5.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	4.2.7.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATORS OF PROGRESS / STRAND	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
INDICATORS OF PROGRESS / STRAND	4.2.9.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.10.10.	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</b>

INDICATORS OF PROGRESS 4.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.  
a.

**CONTENT STANDARD / DOMAIN** **MN.4.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.3.0.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.2.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN** **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.1.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
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INDICATORS OF PROGRESS	4.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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INDICATORS OF PROGRESS	4.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATORS OF PROGRESS	4.8.1.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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INDICATORS OF PROGRESS	4.8.1.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS	4.10.1.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATORS OF PROGRESS 4.10.1.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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

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

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

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

**Minnesota Academic Standards  
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATORS OF PROGRESS      4.6.2.2.a.      Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS      4.6.2.2.b.      Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS      4.6.2.2.d.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND      4.6.4.4.      Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND      4.6.5.5.      With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)

INDICATORS OF PROGRESS / STRAND      4.6.6.6.      With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND      4.8.2.2.      Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS      4.8.8.8.b.      Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS      4.10.1.1.d      Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

**Minnesota Academic Standards**

**Language Arts**

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**CONTENT STANDARD / DOMAIN** MN.4.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	4.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.3.3.</b>	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATORS OF PROGRESS	4.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATORS OF PROGRESS	4.6.3.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATORS OF PROGRESS	4.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.10.10.</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>

INDICATORS OF PROGRESS	4.6.10.10. a.	Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND      4.8.2.2.      Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS      4.8.8.8.b.      Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS      4.10.1.1.d      Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS 4.10.2.2.a Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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**CONTENT STANDARD / DOMAIN** MN.4.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	4.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.



INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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INDICATORS OF PROGRESS / STRAND	4.8.8.8.	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS . 4.10.1.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.2.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS . 4.10.2.2.a Use correct capitalization.

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.10.3.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATORS OF PROGRESS . 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS . 4.10.3.3.b Choose punctuation for effect.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	4.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.2.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS	4.6.2.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	4.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	4.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	4.6.2.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND 4.8.2.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD / DOMAIN** MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.8.8.8.	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS 4.8.8.8.b. Publish the work and share it with an audience.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS 4.10.1.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS 4.10.2.2.a. Use correct capitalization.

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

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

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

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS 4.10.3.3.b Choose punctuation for effect.

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

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

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**CONTENT STANDARD / DOMAIN** MN.4.6. Writing Benchmarks K-5

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.2.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATORS OF PROGRESS 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATORS OF PROGRESS	4.6.2.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	4.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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INDICATORS OF PROGRESS / STRAND	4.8.8.8.	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
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INDICATORS OF PROGRESS	4.8.8.8.b.	Publish the work and share it with an audience.
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.1.1	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS . 4.10.1.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.2.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATORS OF PROGRESS . 4.10.2.2.a Use correct capitalization.

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.3.3	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATORS OF PROGRESS . 4.10.3.3.a Choose words and phrases to convey ideas precisely.

INDICATORS OF PROGRESS . 4.10.3.3.b Choose punctuation for effect.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS  
OF PROGRESS  
/ STRAND

4.10.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).