Main Criteria: Structure and Style for Students Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 4

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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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	MN.4.2.	Reading Benchmarks: Informational Text K-5
STANDARD /		
DOMAIN		

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

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

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

CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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
PERFORMANC E 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

PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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 4.8.6.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal OF PROGRESS discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. / STRAND (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)

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

PERFORMANC E 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	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).

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

OF PROGRESS

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

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 2 Page 17-22

Minnesota Academic Standards Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
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PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E 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.

PERFORMANC E 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
PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E INDICAT OR / 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		Choose words and phrases to convey ideas precisely.
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

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

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E 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
PERFORMANC E 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.
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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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.

INDICATORS4.6.10.10. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.OF PROGRESSa.

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS OF	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.)
PROGRESS / STRAND		
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
PERFORMANC E 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).
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
PERFORMANC E 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
PERFORMANC E 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 4.10.3.3.a Choose words and phrases to convey ideas precisely. OF PROGRESS .

INDICATORS	4.10.3.3.b	Choose punctuation for effect.
OF PROGRESS		

INDICATORS4.10.3.3.cDifferentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informalOF PROGRESS.discourse is appropriate (e.g., small-group discussion).

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

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

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 4 Page 31-38

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CONTENT STANDARD / DOMAIN	MN.4.1.	Reading Benchmarks: Literature K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E 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.
	4.3.0.4.c. MN.4.6.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Benchmarks K-5
OF PROGRESS CONTENT ST ANDARD /		
OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN		Writing Benchmarks K-5

INDICATORS4.6.3.3.a.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an eventOF PROGRESSsequence 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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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PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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		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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas

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

ITENT MN.4.10. Language Benchmarks K-5 NDARD /

CONTENT STANDARD / DOMAIN

PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND		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	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.

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

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 MN.4.2. Reading Benchmarks: Informational Text K-5 STANDARD / DOMAIN

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5

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

PERFORMANC		Research to Build and Present Knowledge
E INDICATOR / DOMAIN COMPONENT		
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
PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
COMPONENT		
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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 /		with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own
INDICATORS OF PROGRESS / STRAND	4.8.1.1.a.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	4.8.1.1.a.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS INDICATORS	4.8.1.1.a. 4.8.1.1.b. 4.8.1.1.c.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
INDICATORS OF PROGRESS / STRAND	4.8.1.1.a. 4.8.1.1.b. 4.8.1.1.c. 4.8.1.1.d.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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 / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	4.8.1.1.a. 4.8.1.1.b. 4.8.1.1.c. 4.8.1.1.d.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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 MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

STANDARD / DOMAIN

PERFORMANC E 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.

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

PERFORMANC E 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.
	4 10 1 1 f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ops

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

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

PERFORMANC E 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 4.10.2.2.a Use correct capitalization. OF PROGRESS .

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

CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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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Language Arts

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PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

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

INDICATORS4.3.0.4.c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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.
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
E INDICATOR / DOMAIN	4.6.4.4.	Production and Distribution of Writing 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.)
E INDICATOR / DOMAIN COMPONENT	4.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS		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.) 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
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND	4.6.5.5. 4.6.6.6.	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.) 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.) 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
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND CONTENT STANDARD /	4.6.5.5. 4.6.6.6.	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.) 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.) 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.

/ STRAND

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

PERFORMANC E 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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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.
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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.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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS /	4.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND		
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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.4.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICAT OR / 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E 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	
PERFORMANC E 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.	
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	
PERFORMANC E 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	

PERFORMANC E 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
PERFORMANC E 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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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		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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
E INDICATOR / DOMAIN	4.8.1.1.	Comprehension and Collaboration 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.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	4.8.1.1. 4.8.1.1.a.	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.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND	4.8.1.1.a.	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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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	4.10.1.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

OF PROGRESS

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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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 MN.4.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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	
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

INDICATORS4.1.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

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

PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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		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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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.
	4.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

OF PROGRESS 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

OF	ATORS GRESS / ND		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS 4.10.1.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		Minnesota Academic Standards
		Language Art s Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E 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
PERFORMANC E 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 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
OF PROGRESS		quantitatively, and orally.
/ STRAND		

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

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

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

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

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

PERFORMANC E 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 4.10.2.2.a Use correct capitalization. OF PROGRESS .

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

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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Minnesota Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICAT OR / 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	MN.4.2.	Reading Benchmarks: Informational Text K-5
STANDARD /		
DOMAIN		

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E 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
PERFORMANC E INDICAT OR / 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.
CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS		

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

PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF	4.8.8.8.	Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate
PROGRESS / STRAND		knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
PROGRESS /	4.8.8.8.b.	
PROGRESS / STRAND		knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
PROGRESS / ST RAND INDICATORS OF PROGRESS CONT ENT ST ANDARD /		knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) Publish the work and share it with an audience.
PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN		knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) Publish the work and share it with an audience.

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 MN.4.2. Reading Benchmarks: Informational Text K-5 STANDARD / DOMAIN

DOMAIN		
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND
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INDICATORS4.2.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E 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
PERFORMANC E 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	4.6.2.2.b.	
OF PROGRESS	Ŧ.0.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OF PROGRESS INDICATORS OF PROGRESS	4.6.2.2.d.	topic.
INDICATORS	4.6.2.2.d.	topic.
INDICATORS OF PROGRESS CONTENT STANDARD /	4.6.2.2.d.	topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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
PERFORMANC E 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
PERFORMANC E INDICAT OR / 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E 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 4.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

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

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

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

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

INDICATORS 4.10.2.2.a Use correct capitalization. OF PROGRESS .

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

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

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

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

PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Minnesota Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E 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
PERFORMANC E 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.

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PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND		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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

PERFORMANC E 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.

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

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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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").

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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.

DOMAIN	CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K
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PERFORMANC E 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

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

OF PROGRESS

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

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

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

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

PERFORMANC E 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 4.10.2.2.a Use correct capitalization. OF PROGRESS .

INDICATORS4.10.2.2.dSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

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

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

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

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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 4.10.4.4. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 5: WRITING FROM PICTURES Week 13 Page 105-112

Minnesota Academic Standards Language Arts

Grade 4 - Adopted: 2010

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

PERFORMANC E 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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E 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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge

INDICATORS4.6.8.8.Recall relevant information from experiences or gather relevant information from print and digital sources; take notesOF PROGRESSand categorize information, and provide a list of sources./ STRAND

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

PERFORMANC E 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.
	4699h	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

INDICATORS4.6.9.9.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 MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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 MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

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

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

PERFORMANC E 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.

INDICATORS4.10.1.1.dOrder adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red smallOF PROGRESS.bag).

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

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

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

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

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

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

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

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	4.10.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 5: WRITING FROM PICTURES Week 14 Page 113-124
		Minnesota Academic Standards Language Arts
		Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E 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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5

PERFORMANC E 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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5
DOMAN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
PERFORMANC E INDICATOR / DOMAIN	4.3.0.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /		
PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND	4.3.0.4.a.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	4.3.0.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS	4.3.0.4.a. 4.3.0.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	4.3.0.4.a. 4.3.0.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Benchmarks K-5

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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

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

INDICATORS 4.10.2.2.a Use correct capitalization. OF PROGRESS .

INDICATORS4.10.2.2.dSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

PERFORMANC E 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
PERFORMANC E 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.
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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND		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 5: WRITING FROM PICTURES Week 15 Page 125-130
		Minnesota Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.1.	Reading Benchmarks: Literature K-5
PERFORMANC E 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	4.1.3.3.	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
PERFORMANC E 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E 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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

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

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

PERFORMANC E 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.

INDICATORS4.2.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

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

PERFORMANC E 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
PERFORMANC E 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	MN.4.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E 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
PERFORMANC E 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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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		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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS4.8.2.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally./ STRAND

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

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

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

PERFORMANC E 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).
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
PERFORMANC E 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	4.10.2.2.d	Spell grade-appropriate words correctly, consulting references as needed.

OF PROGRESS .

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND		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 5: WRITING FROM PICTURES Week 16 Page 131-138
		Minnesota Academic Standards Language Arts Grado 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.1.	Grade 4 - Adopted: 2010 Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS4.1.1.Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferencesOF PROGRESSfrom the text.

/ STRAND

INDICATORS	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	
OF PROGRESS		character's thoughts, words, or actions).	
/ STRAND			

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

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

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

PERFORMANC E 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	
PERFORMANC E 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	MN.4.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E 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
PERFORMANC E 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.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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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.
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS4.8.2.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,OF PROGRESSquantitatively, and orally./ STRAND

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

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

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

PERFORMANC E 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).

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

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

PERFORMANC E 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.

INDICATORS4.10.2.2.dSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

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

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150
		Minnesota Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICAT OR / 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		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.4.3.	Reading Benchmarks: Foundational Skills K-5

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

PERFORMANC E 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
PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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 /		with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own
INDICATORS OF PROGRESS / STRAND	4.8.1.1.a.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	4.8.1.1.a. 4.8.1.1.b.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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 / STRAND INDICATORS OF PROGRESS INDICATORS INDICATORS	4.8.1.1.a. 4.8.1.1.b. 4.8.1.1.c.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
INDICATORS OF PROGRESS / STRAND	4.8.1.1.a. 4.8.1.1.b. 4.8.1.1.c. 4.8.1.1.d.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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 / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	4.8.1.1.a. 4.8.1.1.b. 4.8.1.1.c. 4.8.1.1.d.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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).
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
PERFORMANC E INDICAT OR / 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 4.10.2.2.a Use correct capitalization. OF PROGRESS .

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

CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5		
PERFORMANC E 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		
PERFORMANC E 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		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use		
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 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160		
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Grade 4 - Adopted: 2010

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

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

PERFORMANC E 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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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").
CONTENT STANDARD / DOMAIN	MN.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	4.8.1.1.	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.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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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 MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD /

DOMAIN	
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PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy
INDICATORS OF PROGRESS / STRAND	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 4.8 OF PROGRESS

COMPONENT

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

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

PERFORMANC E 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).
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
PERFORMANC E INDICATOR / DOMAIN		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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 MN.4.2. Reading Benchmarks: Informational Text K-5 STANDARD / DOMAIN

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	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 4.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

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

PERFORMANC E 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	MN.4.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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").
OF PROGRESS CONTENT ST ANDARD / DOMAIN	4.6.9.9.b. MN.4.8.	
CONTENT STANDARD /		support particular points in a text").
CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN		support particular points in a text"). Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	MN.4.8.	support particular points in a text"). Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 Comprehension and Collaboration 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

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

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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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 MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD /

DOMAIN

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

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

PERFORMANC E 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.

INDICATORS4.10.1.1.dOrder adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red smallOF PROGRESS.bag).

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

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

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 7: INVENTIVE WRITING Week 20 Page 171-176

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

PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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).
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
PERFORMANC E 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		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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 7: INVENTIVE WRITING Week 21 Page 177-180
		Minnesota Academic Standards
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CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	4.6.10.1 0.	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 4.6.10.10. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks. OF PROGRESS a.

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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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

PERFORMANC E 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.

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

PERFORMANC E 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).
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 7: INVENTIVE WRITING Week 22 Page 181-188
		Minnesota Academic Standards
		Language Art s Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E 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 4.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E INDICAT OR / 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.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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).
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

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
PERFORMANC E 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.
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
STANDARD /	MN.4.6.	Writing Benchmarks K-5 Production and Distribution of Writing
STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	MN.4.6. 4.6.4.4.	-
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS	4.6.4.4.	Production and Distribution of Writing 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.) 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

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
STANDARD /	MN.4.10.	Language Benchmarks K-5 Conventions of Standard English
STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	MN.4.10. 4.10.1.1	
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	4.10.1.1	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	4.10.1.1 4.10.1.1.d	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / ST RAND INDICATORS INDICATORS	4.10.1.1 . 4.10.1.1.d . 4.10.1.1.e	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / ST RAND INDICATORS OF PROGRESS INDICATORS	4.10.1.1 4.10.1.1.d 4.10.1.1.e 4.10.1.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases.

PERFORMANC E 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 4.10.2.2.a Use correct capitalization. OF PROGRESS .

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

 OF PROGRESS
 .

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

PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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 7: INVENTIVE WRITING Week 24 Page 199-201
		Minnesota Academic Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.4.6.	Language Arts
STANDARD /	MN.4.6.	Language Arts Grade 4 - Adopted: 2010
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	MN.4.6.	Language Arts Grade 4 - Adopted: 2010 Writing Benchmarks K-5
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /		Language Arts Grade 4 - Adopted: 2010 Writing Benchmarks K-5 Text Types and Purposes
ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS INDICATORS	4.6.2.2.	Language Arts Grade 4 - Adopted: 2010 Writing Benchmarks K-5 Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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 4.6.2.2.e. Provide a concluding statement or section related to the information or explanation presented. OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.4.6.	Writing Benchmarks K-5
PERFORMANC E INDICAT OR / 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.4.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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
PERFORMANC E 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.
CONTENT STANDARD / DOMAIN	MN.4.10.	Language Benchmarks K-5
PERFORMANC E 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).
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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS 4.1 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).