

9th Grade		
Strand	Code	Benchmark
Reading	9.1.2.1	Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to consulting resources for more information.
Reading	9.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity.
Reading	9.1.2.3	Locate, select, and read texts by two authors on the same topic or theme.
Reading	9.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues, or histories.
Reading	9.1.4.1	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.
Reading	9.1.4.2	Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.
Reading	9.1.4.3	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.
Reading	9.1.4.4	Analyze how an author authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text
Reading	9.1.5.1	Evaluate the impact of the author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).

Reading	9.1.5.2	Analyze the informational text structure, including, but not limited to, proposition/support, critique, inductive/deductive, focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept.
Reading	9.1.5.3	Critically analyze the use, meaning, and aesthetics of illustrations, graphics, and other audiovisual elements and explain their relation to the text.
Reading	9.1.6.1	Examine how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.
Reading	9.1.6.2	Examine the impact of a text's publishing date on its current validity and credibility, in literature, social studies, or science.
Reading	9.1.6.3	Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.
Reading	9.1.7.1	Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.
Reading	9.1.8.1	Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography)
Reading	9.1.8.2	Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.
Reading	9.1.9.1	Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry.
Reading	9.1.9.2	Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.
Writing	9.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
Writing	9.2.1.2	Write with sufficient command of grammar and mechanics to influence voice and style. (e.g., parts of speech, sentence structures, pronoun/antecedent agreement)

Writing	9.2.2.1	Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.
Writing	9.2.2.2	Write to reflect how personal identities and the intersection of identities inform perspective.
Writing	9.2.3.1	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing, and publication.
Writing	9.2.3.2	Vary word usage and sentence structure for effect, considering audience and context.
Writing	9.2.4.1	Write to argue, basing argument, and counter argument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
Writing	9.2.4.2	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
Writing	9.2.5.1	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and clearly explaining connections and distinctions between key ideas and concepts, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. 1. Use precise, domain-specific vocabulary.
Writing	9.2.5.2	Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)
Writing	9.2.6.1	Write to create, applying basic and advanced literary techniques as observed in mentor texts to various tasks and purposes, in various literary forms.
Writing	9.2.6.2	Model use of structural elements of mentor texts, in written narratives, poetry, or other creative text.
Writing	9.2.7.1	Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.

Writing	9.2.7.2	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of the subject of investigation, and sharing findings in writing.
Writing	9.2.8.1	Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	9.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. <ol style="list-style-type: none"> 1. Exchange ideas on grade 9 topics, texts, and issues from social studies and science. 2. Elaborating on others' ideas, and summarizing points of agreement and disagreement. 3. Work toward a shared goal by building consensus and integrating divergent views. 4. Use teacher-provided models of conflict resolution.
LSVEI	9.3.1.2	Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.
LSVEI	9.3.1.3	Request and utilize constructive feedback for use in revising work.
LSVEI	9.3.2.1	Adapt speech, writing, or communications to a variety of contexts, audiences, tasks, demonstrating command of formal English when indicated or appropriate.
LSVEI	9.3.3.1	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
LSVEI	9.3.3.2	Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.