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**Language Arts Standards
Grade 9**

STANDARDS

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Reading

R2 Read and comprehend independently, A) both selfselected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

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.

Student Edition:**Volume 1: Unit 2:** 68**Volume 2: Unit 4:** 113-115, 119-121, 127-128**Teacher Edition:****Volume 1: Unit 1:** 29, 30, 31, 155, 201, 222-223 **Unit 2:** 396, 442, 482-483 **Unit 3:** 724, 806-807**Volume 2: Unit 4:** 53, 138, 222-223 **Unit 5:** 502-503 **Unit 6:** 828-829

9.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity.

Student Edition:**Volume 1: Unit 1:** 36-38, 73-82, 84-85, 87-90, 96, 98-100 **Unit 2:** 3, 12-14, 15, 20, 26-28, 37-39, 45, 70-71 **Unit 3:** 1-2, 4-6, 8-12, 20**Volume 2: Unit 4:** 13-16, 25, 47, 49-53, 55-61, 67, 102-103 **Unit 5:** 8-15, 23, 25-27, 63-64, 83-84 **Unit 6:** 19-26, 54-58, 60-63, 112**Teacher Edition:****Volume 1: Unit 1:** 96-105, 146-163, 164-181, 182-191, 192-211, 222-223 **Unit 2:** 336-343, 360-379, 390-399, 400-415 **Unit 3:** 592-601, 602-611, 612-635**Volume 2: Unit 4:** 44-67, 104-111, 112-123, 124-147, 212-221, 222-223 **Unit 5:** 350-375, 376-395, 454-463 **Unit 6:** 648-669, 708-719, 720-737, 810-827

9.1.2.3 Locate, select, and read texts by two authors on the same topic or theme.

Student Edition:**Volume 1: Unit 1:** 55-56, 59, 96 **Unit 2:** 63 **Unit 3:** 78**Volume 2: Unit 4:** 67, 100 **Unit 5:** 23**Teacher Edition:****Volume 1: Unit 1:** 97, 107, 128, 133, 147 **Unit 2:** 391, 407, 437, 466 **Unit 3:** 733-735**Volume 2: Unit 4:** 113, 144, 165, 209 **Unit 5:** 351, 373, 405, 489 **Unit 6:** 615, 697, 739, 749

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R3 Read independently, both self-selected and teacherdirected complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.

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.

The following references include a variety of multicultural and Native American texts.

Student Edition:

Volume 1: Unit 1: 36-38, 73-82, 84-85, 87-90, 98-100
Unit 2: 3, 12-14, 26-28, 37-39, 70-71 **Unit 3:** 1-2, 4-6, 8-12

Volume 2: Unit 4: 13-16, 49-53, 55-61, 102-103 **Unit 5:** 8-15, 25-27, 63-64, 83-84 **Unit 6:** 19-26, 54-58, 60-63, 112

Teacher Edition:

Volume 1: Unit 1: 96-105, 146-163, 164-181, 182-191, 192-211, 222-223 **Unit 2:** 336-343, 360-379, 390-399, 400-415 **Unit 3:** 592-601, 602-611, 612-635

Volume 2: Unit 4: 44-67, 104-111, 112-123, 124-147, 212-221, 222-223 **Unit 5:** 350-375, 376-395, 454-463 **Unit 6:** 648-669, 708-719, 720-737, 810-827

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

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.

Student Edition:

Volume 1: Unit 1: 10-11, 13-14, 28-31 **Unit 2:** 7, 15, 20
Unit 3: 13, 17, 25, 29, 30

Volume 2: Unit 4: 6, 7-8, 11, 18-19, 20 **Unit 5:** 16, 22, 30, 33 **Unit 6:** 12, 16, 27, 47

Teacher Edition:

Volume 1: Unit 1: 31, 33, 36, 40, 42, 44, 47 **Unit 3:** 755

Volume 2: Unit 4: 118, 119, 121, 122, 136, 156, 158, 160, 180, 199, 290, 291, 292 **Unit 6:** 688

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

Student Edition:

Volume 1: Unit 1: 29-30, 31 **Unit 2:** 33-34, 35, 41-42 **Unit 3:** 14-15, 28-29, 30, 72-73, 78

Volume 2: Unit 4: 21-22, 98-99 **Unit 5:** 29-30, 33 **Unit 6:** 45-46

Teacher Edition:

Volume 1: Unit 1: 64, 71, 73, 79, 81, 82, 83 **Unit 2:** 405, 412, 413, 414, 539

Volume 2: Unit 4: 171, 172, 180, 183, 187, 196, 197, 206, 208 **Unit 5:** 344, 355, 370, 371, 372, 374 **Unit 6:** 677, 678, 681, 690, 692, 693, 694

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<p>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.</p>	<p>Student Edition: Volume 1: Unit 1: 15-16, 17, 55-56, 59 Unit 3: 58-59, 60, 105-106, 110 Volume 2: Unit 4: 96-97, 100 Teacher Edition: Volume 1: Unit 1: 34, 38, 49, 53, 54 Unit 3: 676, 680, 681, 684, 686, 696, 697, 699, 700, 776, 777, 781, 782, 788 Volume 2: Unit 4: 167, 168, 169, 171, 177, 178, 182, 187, 191, 192, 195, 197, 210-211</p>
<p>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</p>	<p>Student Edition: Volume 1: Unit 2: 18-19, 20, 43-44, 45 Unit 3: 18-19 Volume 2: Unit 4: 9-10, 11 Unit 6: 28-29 Teacher Edition: Volume 1: Unit 1: 151, 152, 153, 158, 159, 162, 163, 197, 198, 199, 200, 204, 205, 210, 211 Unit 2: 366, 367, 373, 374, 376, 377, 421, 422, 429, 430, 452, 454, 455, 461, 462 Unit 3: 617, 618, 619, 627, 628, 629, 630, 632, 634, 635, 717, 718, 719, 727, 728 Volume 2: Unit 4: 27, 28, 29, 30, 37, 38, 39 Unit 5: 381, 383, 384, 389, 392, 393, 394, 499, 500, 501 Unit 6: 625, 626, 627, 633, 635, 639, 641, 653, 655, 664, 665, 667, 668, 669, 797</p>
<p>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</p>	
<p>9.1.5.1 Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).</p>	<p>Student Edition: Volume 1: Unit 1: 31, 55-56, 57-58 Unit 2: 8-9, 10 Unit 3: 56-57, 60 Volume 2: Unit 4: 39-40, 41-42, 94-95, 100 Teacher Edition: Volume 2: Unit 4: 191, 193, 198, 202, 203 Unit 5: 338, 346, 356, 366, 367</p>
<p>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.</p>	<p>Student Edition: Volume 1: Unit 1: 92-93, 96 Unit 2: 18-19, 20, 24, 43-44, 45, 59-60, 63, 76-78 Unit 3: 16-17, 18-19, 20, 78, 86 Volume 2: Unit 4: 9-10, 11 Unit 5: 81 Unit 6: 107 Teacher Edition: Volume 1: Unit 1: 204, 209 Unit 2: 373, 377-379, 387, 429, 432, 461, 466, 502 Unit 3: 629, 633-635 Volume 2: Unit 4: 37, 40 Unit 5: 499</p>

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<p>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.</p>	<p>Student Edition: Volume 1: Unit 2: 16-17, 20, 68 Unit 3: 99, 107-109, 110 Volume 2: Unit 4: 9-10, 11, 43-44, 45, 133-134 Unit 6: 28-29, 30, 97-98, 101, 118 Teacher Edition: Volume 1: Unit 2: 371, 373, 478 Unit 3: 732, 747, 766, 787 Volume 2: Unit 4: 37, 97, 100, 264 Unit 6: 654, 661, 664, 754, 761, 766, 780, 786-787, 818, 824</p>
<p>R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.</p>	
<p>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.</p>	<p>Student Edition: Volume 1: Unit 1: 69-70, 71, 94-95, 96 Unit 2: 41-42, 45 Unit 3: 14-15, 20, 28-29, 30, 76-77, 78 Volume 2: Unit 4: 21-22, 25, 103 Unit 5: 19-20, 31-32, 33 Unit 6: 107 Teacher Edition: Volume 1: Unit 1: 158, 206, 209 Unit 2: 427 Unit 3: 632, 649, 653-655, 729, 732 Volume 2: Unit 4: 59, 65-67, 218 Unit 5: 387, 389, 393-395 Unit 6: 797</p>
<p>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.</p>	<p>Student Edition: Volume 2: Unit 4: 23, 116-118, 119 Unit 6: 129-131 Teacher Edition: Volume 2: Unit 4: 247, 249, 250 Unit 6: 853, 855</p>
<p>9.1.6.3 Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.</p>	<p>Student Edition: Volume 1: Unit 1: 92-93, 94-95, 96 Unit 3: 14, 16-17, 20, 74-75, 76-77, 78, 86, 120 Volume 2: Unit 4: 25 Unit 6: 147-149 Teacher Edition: Volume 1: Unit 1: 141, 197, 198, 199, 200, 204, 205, 208, 209, 210 Unit 3: 617, 618, 619, 627, 628, 717, 718, 719, 720, 727, 728, 729, 730, 732, 733</p>

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R7 Evaluate arguments and specific claims from complex informational texts.

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.

Student Edition:

Volume 1: Unit 1: 92, 94, 96 **Unit 2:** 63 **Unit 3:** 74-75, 76-77, 78

Volume 2: Unit 4: 23-24 **Unit 6:** 15

Teacher Edition:

Volume 1: Unit 1: 209 **Unit 2:** 467-469 **Unit 3:** 708, 713, 727, 729, 732, 733-735

Volume 2: Unit 4: 53

R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

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)

Student Edition:

Volume 1: Unit 2: 8-9, 10 **Unit 3:** 2

Volume 2: Unit 4: 41-42, 63-64, 65-66, 67 **Unit 5:** 48-49, 50, 55-56, 57-58, 61, 73-74, 75-76 **Unit 6:** 100, 114-115, 116-117, 118

Teacher Edition:

Volume 1: Unit 2: 354, 357 **Unit 3:** 599-601

Volume 2: Unit 4: 95, 130, 132, 133, 139, 141, 144, 171 **Unit 5:** 428, 446, 451, 486, 489 **Unit 6:** 807-809, 819, 821

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.

Student Edition:

Volume 1: Unit 1: 69-70, 91 **Unit 2:** 15, 40, 58, 61-62, 63 **Unit 3:** 13, 25, 26-27, 71

Volume 2: Unit 4: 6, 17 **Unit 5:** 28, 31-32

Teacher Edition:

Volume 1: Unit 1: 61, 158 **Unit 2:** 463 **Unit 3:** 647

Volume 2: Unit 5: 389

R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.

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.

Student Edition:

Volume 1: Unit 2: 68 **Unit 3:** 133-135

Volume 2: Unit 4: 113-115, 116-118, 119-121, 127-128 **Unit 6:** 129-131

Teacher Edition:

Volume 1: Unit 1: 141, 155, 201 **Unit 2:** 396, 407, 442, 479-481 **Unit 3:** 646, 708, 724

Volume 2: Unit 4: 53, 138, 155, 244, 250, 258

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<p>9.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.</p>	<p>Student Edition: Volume 1: Unit 1: 92-93, 94-95 Unit 3: 14, 16-17, 74-75, 76-77 Volume 2: Unit 4: 23, 116-118, 119 Unit 6: 129-131 Teacher Edition: Volume 1: Unit 1: 141 Volume 2: Unit 4: 247, 249, 250 Unit 6: 853, 855</p>
<p>W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</p>	
<p>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.</p>	<p>Student Edition: Volume 1: Unit 1: 102-103, 106, 109-112, 123-125, 126-127 Unit 2: 70-71, 81-85, 96-98, 99-101, 102-103 Unit 3: 122-123, 127, 136-139, 147-149, 153-154 Volume 2: Unit 4: 105-106, 122-126, 131-132, 135-137, 138-139, 140-141 Unit 5: 83-84, 97-101, 107-109, 112-114, 115-116 Unit 6: 120-121, 135-137, 138-143, 153-155, 156-158, 159-160 Teacher Edition: Volume 1: Unit 1: 238-239 Unit 2: 496-497, 508-511, 525 Unit 3: 850 Volume 2: Unit 4: 262, 269-270 Unit 6: 859, 877</p>
<p>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)</p>	<p>Student Edition: Volume 1: Unit 1: 111, 115-116, 119-120, 124-125, 126-127 Unit 2: 89-90, 91-92, 98, 99-101, 102-103 Unit 3: 149, 150-152, 153-154 Volume 2: Unit 4: 136-137, 138-139, 140-141 Unit 5: 99-100, 107-109, 114, 115-116 Unit 6: 158, 159-160 Teacher Edition: Volume 1: Unit 1: 247, 255, 262-267 Unit 2: 515, 517, 525, 528-533 Unit 3: 850, 853-860 Volume 2: Unit 4: 269, 271-274 Unit 5: 534-535, 542, 550-553 Unit 6: 853, 883-888</p>

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W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

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.

Student Edition:

Volume 1: Unit 1: 17, 31, 59, 71, 102-106 **Unit 2:** 3, 45, 63, 70-75 **Unit 3:** 20, 30, 60, 64, 78, 122-127

Volume 2: Unit 4: 11, 29, 45, 74, 105-112 **Unit 5:** 6, 23, 33, 35, 83-88 **Unit 6:** 7, 17, 30, 118, 120-128

Teacher Edition:

Volume 1: Unit 1: 51, 57, 94, 105, 132, 135, 140, 144, 163, 224-225, 227, 236-237, 240, 245, 250, 251, 254, 256, 258, 261, 269 **Unit 2:** 335, 375, 378, 412, 415, 426, 431, 434, 484-485, 487, 494-495, 499, 501, 507, 514, 516, 518, 519, 521, 524, 535 **Unit 3:** 600, 607, 608, 611, 631, 634, 651, 654, 808-809, 811, 820-821, 825, 827, 829, 832, 835, 836, 841, 846, 849

Volume 2: Unit 4: 33, 39, 41, 42, 73, 74, 76, 77, 99, 102, 103, 107, 111, 119, 120, 123, 160, 163, 216, 220, 224, 225, 227, 234-235, 241, 243, 253 **Unit 5:** 344, 345, 348, 391, 394, 403, 413, 417, 430, 433, 507, 516-517, 521, 523, 532, 539, 541, 546, 549, 555 **Unit 6:** 623, 627, 643, 646, 692, 695, 702, 706, 808, 823, 826, 833, 842-843, 850, 852, 858, 862, 879, 882

9.2.2.2 Write to reflect how personal identities and the intersection of identities inform perspective.

Student Edition:

Volume 1: Unit 2: 45 **Unit 3:** 64

Volume 2: Unit 4: 29 **Unit 5:** 35, 50, 66 **Unit 6:** 70

Teacher Edition:

Volume 1: Unit 2: 386, 407, 426, 433-435 **Unit 3:** 597, 710-711, 802

Volume 2: Unit 4: 74, 76-77, 120, 155, 170 **Unit 5:** 402-403, 432-433, 441 **Unit 6:** 624, 703, 743, 745-747, 796

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.

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.

Student Edition:

Volume 1: Unit 1: 102-106, 109-112, 123-125, 126-127 **Unit 2:** 70-75, 81-85, 96-98, 102-103 **Unit 3:** 122-127, 136-139, 147-149, 153-154

Volume 2: Unit 4: 105-112, 122-126, 135-137, 140-141 **Unit 6:** 120-128, 138-143, 156-158, 159-160

Teacher Edition:

Volume 1: Unit 1: 245, 248, 269 **Unit 2:** 501, 535 **Unit 3:** 827, 847, 862

Volume 2: Unit 4: 243, 253, 276 **Unit 5:** 453, 463, 491, 501 **Unit 6:** 852, 862, 890

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<p>9.2.3.2 Vary word usage and sentence structure for effect, considering audience and context.</p>	<p>Student Edition: Volume 1: Unit 1: 115-116, 119-120, 124-125, 126-127 Unit 2: 83, 84, 89-90, 91-93, 98, 99-101, 102-103 Unit 3: 138, 149, 150-152, 153-154 Volume 2: Unit 4: 136-137, 138-139 Unit 5: 99, 107-109, 114 Unit 6: 135-137, 158 Teacher Edition: Volume 1: Unit 1: 255, 262-265 Unit 2: 509, 510, 515, 517, 525, 530-533 Unit 3: 838, 850, 853-858 Volume 2: Unit 4: 237, 269 Unit 5: 534, 542 Unit 6: 859</p>
<p>W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</p>	
<p>9.2.4.1 Write to argue, basing argument, and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.</p>	<p>Student Edition: Volume 1: Unit 1: 96 Unit 2: 10, 20 Unit 3: 6, 78, 99, 110, 122-127 Volume 2: Unit 4: 45 Unit 5: 6 Unit 6: 30 Teacher Edition: Volume 1: Unit 1: 210, 211 Unit 2: 358, 359, 376, 377 Unit 3: 610, 611, 733, 734, 788, 789, 811, 820-821, 825, 826, 827, 828, 829, 836, 838-839, 840-841, 842-843, 844-845, 847, 848-849, 850-851 Volume 2: Unit 4: 99, 101 Unit 5: 347 Unit 6: 668</p>
<p>9.2.4.2 Write to persuade, considering and addressing other perspectives, building on skills from previous years.</p>	<p>Student Edition: Volume 1: Unit 3: 78, 99, 122-127 Volume 2: Unit 6: 120-128 Teacher Edition: Volume 1: Unit 1: 201 Unit 3: 646, 708, 767-769, 802 Volume 2: Unit 4: 53 Unit 6: 661, 805</p>
<p>W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.</p>	
<p>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. a. Use precise, domain-specific vocabulary</p>	<p>Student Edition: Volume 1: Unit 2: 68, 70-75, 76-78, 81-85, 89-90, 91-93, 96-98, 99-101 Volume 2: Unit 4: 105-112, 122-126, 135-137 Unit 6: 118 Teacher Edition: Volume 1: Unit 1: 155, 201 Unit 2: 396, 442, 487, 494-495, 499, 500-501, 502-503, 505, 507, 508, 509, 512-513, 515, 517, 520, 522-523, 525, 534-535 Unit 3: 725 Volume 2: Unit 4: 138, 227, 234-235, 241, 242-243, 244-245, 247, 250-251, 253, 259, 261, 263, 264-265, 266-267, 268-269, 270, 275, 276 Unit 6: 825-827</p>

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<p>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)</p>	<p>Student Edition: Volume 1: Unit 1: 31, 59, 62 Unit 2: 1, 10, 35 Unit 3: 2, 60, 99, 110 Volume 2: Unit 4: 29, 47, 53, 78, 83 Unit 5: 6, 23, 61, 64, 83-88 Unit 6: 47, 101, 110, 118</p> <p>Teacher Edition: Volume 1: Unit 1: 83-85, 134-135, 162-163 Unit 2: 334-335, 358-359, 414-415 Unit 3: 599-601, 700-701, 788-789 Volume 2: Unit 4: 110-111, 122-123, 172-173 Unit 5: 375-376, 452-453, 490-491 Unit 6: 694-695, 786-787</p>
<p>W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.</p>	
<p>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.</p>	<p>Student Edition: Volume 1: Unit 1: 38, 102-106, 110-112 Unit 2: 45 Volume 2: Unit 4: 45, 74 Unit 5: 35, 66 Unit 6: 58</p> <p>Teacher Edition: Volume 1: Unit 1: 104-105, 238-239, 246-248 Unit 2: 433-435 Unit 3: 765, 780 Volume 2: Unit 6: 101-103, 162-163 Unit 5: 400, 402-403, 470-471 Unit 6: 718-719</p>
<p>9.2.6.2 Model use of structural elements of mentor texts, in written narratives, poetry, or other creative text.</p>	<p>Student Edition: Volume 1: Unit 1: 38, 102-106, 110-112 Unit 2: 45 Volume 2: Unit 4: 45, 74 Unit 5: 35, 66 Unit 6: 58</p> <p>Teacher Edition: Volume 1: Unit 1: 104-105, 238-239, 246-248 Unit 2: 433-435 Unit 3: 765, 780 Volume 2: Unit 4: 101-103, 162-163 Unit 5: 400, 402-403, 470-471 Unit 6: 718-719</p>
<p>W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.</p>	
<p>9.2.7.1 Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.</p>	<p>Student Edition: Volume 1: Unit 2: 68 Volume 2: Unit 4: 113-115, 119-121, 127-128</p> <p>Teacher Edition: Volume 1: Unit 1: 201 Unit 2: 396, 442, 479-481 Volume 2: Unit 4: 53, 138, 155, 244, 250, 258</p>

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<p>9.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.</p>	<p>Student Edition: Volume 1: Unit 2: 68 Volume 2: Unit 4: 113-115, 119-121, 127-128 Teacher Edition: Volume 1: Unit 1: 201 Unit 2: 396, 442, 479-481 Volume 2: Unit 4: 227, 234-235, 241, 242, 244-245, 246, 247, 248, 249, 250, 251, 252, 253, 255, 258, 260, 262, 266-267, 275, 276 Unit 6: 864, 877</p>
<p>W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.</p>	
<p>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.</p>	<p>Student Edition: Volume 1: Unit 2: 68 Volume 2: Unit 4: 113-115, 116-118, 119-121, 126, 127-128, 129-130, 131-132, 133-134, 138-139 Unit 6: 118, 129-131, 147-149, 153-155 Teacher Edition: Volume 1: Unit 1: 155, 201 Unit 2: 396, 407, 442, 479-481 Volume 2: Unit 4: 240, 247, 248-249, 250-251, 257, 260-261, 262-263</p>
<p>Listening, Speaking, Viewing, and Exchanging Ideas</p>	
<p>LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.</p>	
<p>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. a. Exchange ideas on grade 9 topics, texts, and issues from social studies and science. b. Elaborating on others' ideas, and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.</p>	<p>Student Edition: Volume 1: Unit 1: 85 Unit 2: 49 Unit 3: 33 Volume 2: Unit 4: 67 Unit 5: 43 Unit 6: 120-128, 144-146, 150-152, 160 Teacher Edition: Volume 1: Unit 1: 52, 53, 78, 91, 92, 99, 125, 201 Unit 2: 340, 341, 386, 387, 426, 432, 443, 477 Unit 3: 624, 632, 646, 652, 659, 662, 691, 708, 709, 746, 802, 803 Volume 2: Unit 4: 10, 181, 191, 209 Unit 5: 345, 415, 477, 483, 489 Unit 6: 868, 874, 890</p>

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<p>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.</p>	<p>Student Edition: Volume 1: Unit 1: 85 Unit 2: 49 Unit 3: 33 Volume 2: Unit 4: 67 Unit 5: 43 Unit 6: 120-128, 144-146, 150-152, 160</p> <p>Teacher Edition: Volume 1: Unit 1: 29, 30, 31, 33, 39, 41, 44, 46, 47, 49, 52, 53, 55, 56, 59, 60, 89, 91, 92, 99, 100, 101, 102, 103, 224, 238, 239, 243, 251, 253, 255, 257, 262, 264, 266 Unit 2: 331, 333, 365, 367, 370, 371, 373, 376, 405, 406, 410, 413, 496, 497, 498, 502, 505, 508, 509, 510, 512, 515, 517, 520, 525, 528, 530, 532 Unit 3: 605, 606, 609, 619, 620, 621, 624, 625, 627, 629, 632, 673, 676, 680, 684, 690, 694, 696, 699, 822, 823, 824, 828, 830, 833, 835, 837, 840, 841, 843, 845, 850, 851, 853, 855, 857, 859 Volume 2: Unit 4: 28, 30, 31, 34, 35, 37, 40, 71, 72, 73, 75, 83, 84, 87, 89, 93, 95, 97, 100, 107, 109, 236, 237, 238, 244, 247, 250, 251, 258, 260, 262, 264, 265, 269, 273 Unit 5: 339, 341, 342, 343, 344, 345, 346, 381, 382, 383, 386, 387, 389, 392, 400, 401, 518, 519, 520, 524, 525, 526, 529, 533, 537, 540, 542, 543, 545, 550, 552 Unit 6: 618, 619, 620, 622, 623, 625, 675, 678, 683, 686, 690, 693, 803, 804, 805, 806, 833, 842-843, 844-845, 848-849, 853, 856-857, 858-859, 860-861, 863, 864, 865, 868-869, 870-871, 872-873, 874-875, 880-881, 889, 890</p>
<p>9.3.1.3 Request and utilize constructive feedback for use in revising work</p>	<p>Student Edition: Volume 1: Unit 1: 123, 125, 127 Unit 2: 96, 98, 103 Volume 2: Unit 4: 135, 137, 140, 141 Unit 6: 152, 156, 158, 159, 160</p> <p>Teacher Edition: Volume 1: Unit 1: 56, 57, 85, 135, 242, 245, 248, 258 Unit 2: 359, 379, 501, 507, 535 Unit 3: 601, 635, 655 Volume 2: Unit 4: 43, 67, 77, 111, 243, 253, 257 Unit 6: 627, 647, 852, 890</p>

STANDARDS

PAGE REFERENCES

LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.

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.

Student Edition:

Volume 1: Unit 1: 85 **Unit 2:** 49 **Unit 3:** 33

Volume 2: Unit 4: 67 **Unit 5:** 43 **Unit 6:** 120-128, 135-137, 144-146, 150-152, 160

Teacher Edition:

Volume 1: Unit 1: 29, 30, 31, 33, 39, 41, 44, 46, 47, 49, 52, 55, 59, 89, 91, 92, 99, 100, 101, 102, 103, 238, 239, 243, 249, 251, 253, 255, 257 **Unit 2:** 349, 350, 351, 354, 357, 405, 406, 407, 410, 413, 496, 497, 498, 502, 505, 512, 515, 517, 520, 525 **Unit 3:** 595, 597, 598, 619, 620, 621, 624, 625, 627, 629, 632, 673, 676, 680, 684, 690, 694, 696, 699, 705, 707, 709, 822, 823, 824, 828, 830, 833, 835, 840, 841, 843, 845, 850

Volume 2: Unit 4: 28, 30, 31, 35, 37, 40, 71, 72, 73, 75, 83, 84, 87, 89, 93, 95, 97, 100, 107, 108, 109, 237, 238, 244, 247, 250, 258, 260, 262, 264, 269 **Unit 5:** 339, 341, 342, 343, 344, 346, 381, 382, 383, 386, 387, 389, 392, 400, 401, 408, 409, 411, 412, 413, 414, 415, 423, 424, 425, 428, 431, 518, 519, 520, 524, 525, 526, 529, 537, 540, 542, 545 **Unit 6:** 634, 635, 638, 639, 641, 644, 675, 678, 683, 686, 690, 693, 725, 726, 727, 728, 732, 735, 833, 842-843, 844, 845, 848, 849, 853, 854, 856, 859, 861, 868, 871, 874, 877, 889

LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline

9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Student Edition:

Volume 1: Unit 2: 68 **Unit 3:** 133-135

Volume 2: Unit 4: 113-115, 116-118, 119-121, 127-128 **Unit 6:** 129-131

Teacher Edition:

Volume 1: Unit 1: 46, 91, 155, 268-269 **Unit 2:** 351, 370, 407, 534-535 **Unit 3:** 597, 691, 708, 833, 861, 862

Volume 2: Unit 4: 155, 201, 217, 275, 276 **Unit 5:** 363, 386, 425, 554-555 **Unit 6:** 638, 716, 777, 889, 890

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.*

Student Edition:

Volume 1: Unit 2: 103 **Unit 3:** 154

Volume 2: Unit 4: 133-134 **Unit 6:** 132, 160

Teacher Edition:

Volume 1: Unit 1: 155, 201 **Unit 2:** 407, 442

Volume 2: Unit 4: 92, 108, 155, 264 **Unit 5:** 414, 498