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**Language Arts Standards
Grade 8**

STANDARDS

PAGE REFERENCES

Reading

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

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

Teacher's Edition:

Volume 1: Unit 1: 27-30, 57-62, 77-78, 93, 105-109, 127-135, 151-172, 181-185, 197-207, 225-228, 302, 315-316, 326-327 **Unit 2:** 351, 367-373, 387-388, 399-400, 415-417, 435-436, 453-456, 471-475, 485, 497, 515-517, 589-590, 603-604 **Unit 3:** 639-657, 673-675, 685-686, 703-704, 719, 729-730, 741-745, 763-765, 783-784, 801, 877-878, 893-894

Volume 2: Unit 4: 21-30, 47-49, 69-72, 83-84, 101-102, 119-122, 137, 145-146, 157, 175-178, 199-201, 273-274, 287-288 **Unit 5:** 325-330, 345-348, 359-361, 379-381, 397-398, 413-416, 431-432, 449-452, 465, 473-474, 485-488, 565-567, 581-582 **Unit 6:** 619-628, 641-643, 651, 661-666, 683-685, 703-706, 739-745, 761-763, 773-776, 851-852, 867-868

8.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 8 text complexity.

Teacher's Edition:

Volume 1: Unit 1: 27-30, 57-62, 93, 127-135, 151-172, 181-185, 197-207, 240, 302, 315-316, 326-327 **Unit 2:** 351, 415-417, 435-436, 453-456, 471-475, 485, 497, 515-517, 530, 589-590, 603-604, 614-615 **Unit 3:** 719, 729-730, 783-784, 801, 812, 893-894

Volume 2: Unit 4: 21-30, 119-122, 137, 175-178, 199-201, 214, 273-274, 300-301 **Unit 5:** 325-330, 359-361, 449-452, 465, 500, 581-582, 595, 788

8.1.2.3 Locate, select, and read texts that address personal identity and intersectionality, utilizing various search methods.

Teacher Edition:

Volume 1: Unit 1: 112 **Unit 2:** 477, 530 **Unit 3:** 687, 731, 762, 803

Volume 2: Unit 4: 73, 103 **Unit 5:** 384, 399, 417, 500 **Unit 6:** 748

Additionally, students read and respond to these selected texts that address personal identity and intersectionality.

Teacher Edition:

Volume 1: Unit 1: 112 **Unit 2:** 483 **Unit 2:** 350, 353, 366, 385, 395, 398, 401, 411, 414, 420, 431, 434, 437, 444, 449, 453, 469, 484, 487, 496, 514, 614-615 **Unit 3:** 687, 728, 742, 797

Volume 2: Unit 4: 101, 126 **Unit 5:** 370, 378, 484

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

8.1.3.1 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. (Connects to mastery of skills in grade-level text in standard R2)

The teacher can include texts that represent perspectives and identities of historical and contemporary Dakota and Anishinaabe people in classroom libraries

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

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

Teacher's Edition:

Volume 1: Unit 1: 34, 36, 37, 164, 239 **Unit 2:** 418, 423, 424 **Unit 3:** 729, 786, 804

Volume 2: Unit 4: 32, 124 **Unit 5:** 332, 362, 454 **Unit 6:** 630, 668, 686, 726, 778

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

Teacher's Edition:

Volume 1: Unit 1: 57, 58, 60, 65, 131, 134, 139, 140-141, 199, 200, 206, 211, 212, 320 **Unit 2:** 352, 415, 416, 421, 422, 453, 454, 455, 460, 461, 462, 463, 517, 523, 524-525, 526 **Unit 3:** 792

Volume 2: Unit 4: 23, 24, 25, 26, 27, 30, 34, 35, 36, 37 **Unit 5:** 328, 329, 334, 335 **Unit 6:** 621, 622, 624, 632, 662, 664, 666, 670

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

Teacher's Edition:

Volume 1: Unit 1: 57, 58, 60, 65, 66, 67, 68, 139, 174, 199, 206, 207, 211, 212, 215 **Unit 2:** 352, 415, 416, 420, 421, 453, 455, 460, 472 **Unit 3:** 730, 784, 802, 804

Volume 2: Unit 4: 21, 26, 34, 35, 120, 121, 178, 180, 201, 202 **Unit 5:** 326, 328, 329, 335, 361, 369, 451, 452, 465 **Unit 6:** 622, 624, 630, 684, 685, 763, 780

Unit 8.1.4.4 Analyze how a text makes connections between individuals, events, or concepts, in informational text.

Teacher's Edition:

Volume 1: Unit 1: 78, 109, 110, 226, 227, 232 **Unit 2:** 372, 388, 404 **Unit 3:** 643, 644, 648, 652, 665, 675, 685, 690, 704, 742

Volume 2: Unit 4: 54, 69, 71, 108 **Unit 5:** 345-348, 385, 386, 431, 473, 494 **Unit 6:** 739, 740

R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

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

Teacher's Edition:

Volume 1: Unit 1: 149 **Unit 2:** 469, 483, 493 **Unit 3:** 717, 727

Volume 2: Unit 5: 355, 365, 366, 463 **Unit 6:** 639, 649, 657, 662, 672, 673, 759, 774, 775, 783

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8.1.5.2 Analyze the informational text structure (including, but not limited to, cause/effect, problem/solution, and proposition/support) highlighting the role that a particular sentence or paragraph has in developing and refining a key concept.	Teacher’s Edition: Volume 1: Unit 1: 225, 233, 234, 235 Unit 2: 399, 405 Unit 3: 639, 658, 686, 692, 693, 710, 711 Volume 2: Unit 5: 379, 397, 398, 402, 431, 436, 437, 485 Unit 6: 749, 750
8.1.5.3 Compare and contrast the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements in a wide variety of texts, based on accuracy, perspective, credibility and relevance.	Teacher Edition: Volume 1: Unit 1: 49, 64, 95, 115, 116, 174, 210 Unit 3: 639, 643, 645, 648, 663, 664, 703, 708, 709, 783, 790, 791, 803 Volume 2: Unit 4: 31, 159, 365, 366, 370 Unit 5: 453 Unit 6: 688, 830, 831
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	
8.1.6.1 Analyze how an author, including Dakota and Anishinaabe authors, develops the point of view and identity of the character to enrich a text.	Teacher’s Edition: Volume 1: Unit 1: 91, 134, 180, 187 Unit 2: 411, 430, 448, 468, 482 Unit 3: 716, 726, 796, 800 Volume 2: Unit 4: 118, 128, 129, 130, 175, 178, 182, 183 Unit 5: 358, 444, 448, 464 Unit 6: 650, 759, 760
8.1.6.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels including describing how the material is rendered new.	Teacher Edition: Volume 1: Unit 1: 26, 149, 150, 174 Unit 3: 727 Volume 2: Unit 6: 692
8.1.6.3 Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Teacher’s Edition: Volume 1: Unit 3: 906 Volume 2: Unit 4: 43, 46, 47-52, 60, 61, 62, 101-102, 110, 287-288
R7 Evaluate arguments and specific claims from complex informational texts.	
8.1.7.1 Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant/irrelevant and sufficient.	Teacher Edition: Volume 1: Unit 2: 367, 368, 377, 378 Volume 2: Unit 4: 47, 48, 49, 50, 51, 56, 57, 58, 59, 106, 107, 157, 158, 162, 163 Unit 5: 432, 438, 439, 488

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

8.1.8.1 Analyze the impact of specific word choices on meaning and tone of literary text, including analogies or allusions to other texts.

Teacher's Edition:

Volume 1: Unit 1: 27, 28, 30, 33, 57, 58, 59, 60, 61, 63, 93, 94, 127, 128, 129, 130, 160, 161, 163, 164, 181, 182, 183, 184, 185, 197, 199, 200, 201, 204, 205 **Unit 2:** 351, 352, 415, 416, 417, 454, 456, 473, 474, 475, 485, 486, 497, 498, 515, 516, 517 **Unit 3:** 719, 720, 729, 730, 783, 784, 801

Volume 2: Unit 4: 21, 22, 23, 25, 119, 120, 121, 137, 175, 176, 177, 178, 199, 200, 201 **Unit 5:** 325, 326, 327, 329, 359, 360, 361, 450, 451, 465 **Unit 6:** 619, 620, 624, 627, 632, 641, 642, 643, 651, 661, 662, 663, 664, 665, 666, 683, 684, 685, 761, 762, 763, 773, 774, 776

8.1.8.2 Analyze the impact of specific word choices on meaning and tone of a variety of academic, technical, and domain-specific words and phrases in informational text.

Teacher Edition:

Volume 1: Unit 1: 77, 78, 106, 107, 108, 109, 225, 226, 227 **Unit 2:** 368, 369, 370, 387, 388, 399, 400 **Unit 3:** 673, 674, 675, 685, 686, 703, 704, 742, 743, 763, 765

Volume 2: Unit 4: 48, 50, 69, 70, 71, 83, 84, 101, 102, 145, 146, 158 **Unit 5:** 345, 346, 347, 379, 380, 397, 398, 415, 416, 431, 432, 473, 474, 485, 486, 488 **Unit 6:** 703, 704, 705, 739, 740, 741, 743

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

8.1.9.1 Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives.

Teacher Edition:

Volume 1: Unit 1: 95, 112, 136, 138 **Unit 2:** 457 **Unit 3:** 643, 645, 648, 663, 703, 705, 708, 790

Volume 2: Unit 4: 28, 101, 103, 106, 126, 198, 287, 288, 293, 294, 295 **Unit 5:** 399, 400, 404, 432, 453, 524, 525, 526, 543

8.1.9.2 Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources related to task and purpose. (e.g., purpose/motive of author or source)

Teacher Edition:

Volume 1: Unit 1: 112 **Unit 3:** 663, 705

Volume 2: Unit 4: 102, 104, 106, 110, 123, 287, 288, 295 **Unit 5:** 399, 400, 404, 453 **Unit 6:** 739

STANDARDS	PAGE REFERENCES
Writing	
W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	
8.2.1.1 Consistently write and edit work for correct punctuation, spelling, capitalization and grammar.	Teacher Edition: Volume 1: Unit 1: 285, 286, 287, 288, 289, 290, 291 Unit 2: 566, 568, 580, 581 Unit 3: 852, 854, 867, 868 Volume 2: Unit 4: 250, 252, 264, 265 Unit 6: 842, 843
8.2.1.2 Use nouns, verbs, adjectives, adverbs, and pronouns, placing clauses and phrases within sentences correctly, authentically in writing, and building on skills from previous years.	Teacher Edition: Volume 1: Unit 2: 563, 565, 568, 573, 580, 581 Unit 3: 846, 848,, 849, 851, 852, 854, 858, 859. 868 Volume 2: Unit 4: 248, 249, 257, 264, 265 Unit 6: 818, 833, 842, 843
W2 Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	
8.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable.	Teacher’s Edition: Volume 1: Unit 1: 40, 46, 67, 70, 85, 88, 94, 98, 117, 120, 144, 147, 177, 186, 190, 215, 218, 236, 239, 242-291, 308, 309, 322, 323 Unit 2: 358, 361, 376, 379, 382, 388, 392, 406, 409, 420, 425, 428, 437, 444, 447, 464, 467, 476, 477, 480, 486, 487, 490, 499, 506, 509, 526, 529, 532-581, 597, 610 Unit 3: 665, 668, 675, 694, 697, 712, 720, 724, 730, 734, 757, 773, 776, 792, 795, 808, 811, 815-868, 885, 887, 901, 903 Volume 2: Unit 4: 38, 41, 62, 65, 72, 76, 85, 92, 95, 110, 113, 130, 133, 146, 150, 166, 169, 189, 192, 204, 209, 212, 215, 216-265, 280, 295, 297 Unit 5: 331, 338, 341, 348, 349, 352, 369, 372, 384, 387, 390, 404, 407, 422, 425, 433, 440, 443, 458, 461, 475, 476, 479, 496, 499, 501, 521, 532, 539, 544, 547, 557, 573, 575, 589, 591 Unit 6: 634, 637, 643, 651, 652, 674, 677, 693, 696, 714, 717, 725, 730, 753, 756, 763, 767, 784, 787, 789, 790-843, 859, 861, 874, 875
8.2.2.2 Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.	Teacher Edition: Volume 1: Unit 2: 379, 388, 389, 392, 437, 477, 486, 487, 499, 506, 532-581 Unit 3: 675, 720, 721, 731, 773 Volume 2: Unit 4: 62, 72, 85, 92, 204 Unit 5: 331, 475, 476 Unit 6: 725, 859
W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	
8.2.3.1 Plan and draft multiple pieces; self-select pieces to take through the writing process and methods for revision, editing, and publishing.	Teacher Edition: Volume 1: Unit 1: 242-292 Unit 2: 532-581 Unit 3: 814-868 Volume 2: Unit 4: 216-265 Unit 6: 790-843

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8.2.3.2 Use words, phrases, and sentence structures to express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Teacher’s Edition: Volume 1: Unit 1: 283, 284 Unit 2: 563, 565, 566, 568, 573, 580, 581 Unit 3: 840, 846, 848,, 849, 851, 852, 854, 858, 859, 867, 868 Volume 2: Unit 4: 236, 237, 245, 247, 248, 249, 253, 255, 256, 257, 264, 265 Unit 6: 816, 817, 818, 823, 826, 827, 832, 833, 842, 843
W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	
8.2.4.1 Write to argue, clarifying the relationship among claims and evidence in both argument and counter-argument, building on skills from previous years.	Teacher’s Edition: Volume 1: Unit 2: 548, 549, 550, 551, 553, 554, 555, 556, 562, 563, 565, 568, 571, 581 Unit 3: 885 Volume 2: Unit 4: 62, 189, 233, 235, 239, 240, 241, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255
8.2.4.2 Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years.	Teacher Edition: Volume 1: Unit 3: 885 Volume 2: Unit 4: 189
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.	
8.2.5.1 Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly cited summary, paraphrase, and quotation, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. a. Use precise, domain-specific vocabulary	Teacher Edition: Volume 1: Unit 1: 144, 215, 236 Unit 3: 665, 712, 827, 832, 833, 835, 838, 843, 845, 846, 848, 849, 851, 852, 853, 854, 855, 856, 857
8.2.5.2 Write to respond to a literary text, demonstrating understanding of style, mood, and tone. (e.g., writing personal reactions, analysis, and interpretation of text)	Teacher Edition: Volume 1: Unit 1: 70, 98, 144, 147, 173, 177, 190, 218, 236 Unit 2: 358, 361, 420, 425, 428, 464, 467, 476, 480, 486, 491, 506, 509, 526, 529 Unit 3: 720, 724, 730, 734, 785, 792, 795, 808, 811 Volume 2: Unit 4: 38, 41, 130, 133, 137, 138, 141, 189, 192, 204, 209, 212 Unit 5: 338, 341, 458, 461, 465, 469 Unit 6: 634, 637, 643, 647, 651, 652

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W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.

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

Teacher Edition:

Volume 1: Unit 1: 67, 255, 268, 269 **Unit 2:** 499 **Unit 3:** 773

Volume 2: Unit 4: 146 **Unit 5:** 338, 475 **Unit 6:** 725

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

Volume 2: Unit 4: 70 **Unit 5:** 12

Teacher Edition:

Volume 1: Unit 1: 67, 270, 271, 272, 308 **Unit 2:** 358, 361, 464, 499, 506, 610 **Unit 3:** 721, 773

Volume 2: Unit 4: 146 **Unit 5:** 338, 466, 475 **Unit 6:** 652, 725

W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

8.2.7.1 Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation.

Teacher Edition:

Volume 1: Unit 1: 138 **Unit 2:** 477

Volume 2: Unit 5: 489 **Unit 6:** 667, 800-801, 807, 812

8.2.7.2 Plan and conduct independent research, synthesizing information from a wide variety of sources, and share findings in writing. (e.g., sources of different formats and/or perspectives)

Teacher's Edition:

Volume 1: Unit 1: 138, 187 **Unit 2:** 477 **Unit 3:** 768

Volume 2: Unit 5: 384, 489 **Unit 6:** 667, 790-843

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.

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

Teacher's Edition:

Volume 2: Unit 5: 384 **Unit 6:** 816, 817, 827, 828, 829, 833

Listening, Speaking, Viewing, and Exchanging Ideas**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.**

8.3.1.1 Exchange ideas through storytelling, discussion, and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.

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

b. Use tools to collaborate with others in both synchronously and asynchronously. c. Work toward a shared goal.

Teacher's Edition:

**see digital account, referenced Unit 1, pg 17, 41*

Volume 1: Unit 1: 41, 42, 68, 86, 96, 118, 145, 175, 188, 196, 216, 237, 309 **Unit 2:** 359, 376, 380, 390, 426, 445, 452, 465, 478, 488, 507, 514, 527, 594, 597, 611 **Unit 3:** 666, 695, 702, 722, 732, 755, 762, 774, 793, 809, 902

Volume 2: Unit 4: 39, 63, 68, 74, 93, 111, 118, 131, 148, 156, 190, 198, 281, 296 **Unit 5:** 324, 339, 350, 358, 370, 388, 396, 423, 430, 467, 477, 484, 574 **Unit 6:** 618, 635, 645, 675, 682, 702, 715, 731, 738, 748, 754, 760, 772, 875

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<p>8.3.1.2 Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion.</p>	<p>Teacher’s Edition: Volume 1: Unit 1: 30, 41, 42, 68, 86, 96, 118, 145, 175, 185, 188, 196, 216, 237, 309 Unit 2: 359, 372, 376, 380, 390, 426, 445, 452, 456, 465, 474, 478, 488, 507, 514, 527, 594, 597, 611 Unit 3: 666, 675, 695, 702, 722, 732, 755, 762, 774, 793, 809, 902 Volume 2: Unit 4: 39, 63, 68, 74, 93, 111, 118, 131, 148, 156, 190, 198, 281, 296 Unit 5: 324, 329, 339, 347, 350, 358, 361, 370, 388, 396, 423, 430, 467, 474, 477, 484, 574 Unit 6: 618, 635, 642, 645, 675, 682, 685, 702, 715, 731, 738, 748, 754, 760, 772, 875</p>
<p>8.3.1.3 Adapt speech, writing, or communications by utilizing constructive feedback from self and others.</p>	<p>Teacher Edition: Volume 1: Unit 1: 45, 47, 71, 79, 89, 99, 121, 147, 177, 191, 219, 239, 261, 283, 292 Unit 2: 361, 383, 393, 409, 429, 447, 467, 481, 491, 509, 529, 556, 572, 581 Unit 3: 669, 679, 697, 715, 725, 735, 748, 757, 777, 795, 811, 829, 838, 859, 868 Volume 2: Unit 4: 41, 53, 65, 77, 95, 113, 133, 141, 151, 169, 193, 213, 232, 241, 265 Unit 5: 341, 353, 373, 391, 407, 425, 443, 461, 479, 499, 523, 532, 557 Unit 6: 637, 647, 677, 697, 717, 733, 757, 767, 787, 809, 818, 833, 843</p>
<p>LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.</p>	
<p>8.3.2.1 Use vocabulary, language, structure, and features of spoken language to establish personal voice, style, and tone, and impact in communicating with others, considering audience and context.</p>	<p>Teacher Edition: Volume 1: Unit 1: 41, 45, 47, 64, 86, 95, 112, 118, 174, 187, 283, 292 Unit 2: 345, 359, 376, 377, 388, 389, 444, 452, 457, 478, 477, 487, 507, 520, 553, 594 Unit 3: 633, 660, 687, 705, 733, 748, 755, 785, 803, 833, 868, 904 Volume 2: Unit 4: 14, 53, 63, 68, 85, 103, 123, 147, 159, 179, 204, 265, 280 Unit 5: 318, 331, 358, 384, 391, 399, 417, 423, 430, 433, 453, 466, 476, 484, 489, 512, 513, 529, 530, 531, 532, 537, 538, 539, 557 Unit 6: 618, 620, 629, 644, 667, 688, 702, 730, 748, 843</p>

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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.

8.3.3.1 Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning, and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices.

Teacher Edition:

Volume 1: Unit 1: 11 **Unit 2:** 380, 389 **Unit 3:** 705

Volume 2: Unit 5: 399, 532, 537, 538, 539. 557 **Unit 6:** 748, 831

8.3.3.2 Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose, and audience, demonstrating understanding of digital footprint.*

Teacher Edition:

Volume 1: Unit 1: 11, 64, 95, 174, 229 **Unit 2:** 376, 380, 389, 457, 520 **Unit 3:** 705

Volume 2: Unit 4: 103, 123 **Unit 5:** 331, 399, 417, 453, 489, 532, 537, 538, 539, 557 **Unit 6:** 629, 667, 688, 748, 830, 831