

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Per: \_\_\_\_\_

## The Ability Project

### A humbling inquiry into the lives of the physically and mentally challenged.

*(Inspired by the World Health Organization, Center's for Disease Control, Museum of Disability, Disability Rights International, KQED, National Council on Disability, National Institute of Mental Health, and Deer Valley Unified)*

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"They may be 'different,' but they are not less." ~ Mother of Temple Grandin, Challenge: Autism

"Obviously, because of my disability, I need assistance. But I have always tried to overcome the limitations of my condition and lead as full a life as possible. I have traveled the world, from the Antarctic to zero gravity."

~Stephen Hawking, Challenge: Motor Neuro Disease / ALS

"No matter what people tell you, words and ideas can change the world."

"Just when you think you know something, you have to look at it in another way.

Even though it may seem silly, or wrong, you must try!"

"You must strive to find your own voice because the longer you wait...the less likely you will find it...."

-Robin Williams (1951-2014) as John Keating in *Dead Poet's Society*

*Unspoken Challenges: ADHD, Dyslexia, Parkinson's, Depression, & Lewy Body Dementia*

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**Essential Question:** What is it like in the world of a mentally or physically challenged person?

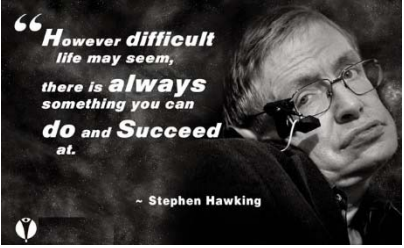

**Learning Objective:** Students will gain greater understanding, tolerance, and empathy for those with disabilities while improving their Common Core Standards of reading, writing, speaking, listening, and language skills.


**Motivation Behind the Project:** It was so exciting! This young girl was about to become a middle school student! It was even more inspiring because the last time she was in school was in the 4<sup>th</sup> grade just before she had a stroke that left her with many physical and mental challenges. Prior to her return, and to help her friends become aware of her challenges, an idea came to mind and that idea turned into a Project Based Learning unit called, The Ability Project.



**Assignments:** Students are to complete the assignments below and all assignments must be on the same disability unless discussed ahead of time. The projects must be completed in the order listed below. Dates will be adjusted depending on the progression of the unit.

Assignment	Points
<p><b>In-Class Movie/Documentary:</b> We will watch a short film or documentary about disabilities. Take at least one page of notes based on the following:</p> <ol style="list-style-type: none"> <li>1. Description of the setting.</li> <li>2. Explain who the main characters are.</li> <li>3. Write down the challenges of the main character and what their disability is.</li> <li>4. Describe the challenges of those affected by the main character.</li> <li>5. Depict how the main character handles their challenges.</li> </ol>	10

<p><b>Quizlet:</b> Search for: “Reichmuth Ability Project” to find vocabulary words relevant to our PBL.</p>	20
<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p><b>Research/Proposal:</b> Students will research three topics and keep track of the websites they use and the dates they retrieved the information. Students will then choose one and write a proposal that addresses the following:</p> <ol style="list-style-type: none"> <li>1) Introduction (with thesis)</li> <li>2) Explanation and description of the disability</li> <li>3) Portrayal of how this disability affects those that have it.</li> <li>4) Making a Difference: Who will benefit from your project?</li> </ol> </div> </div>	10
<p><b>Movie/Documentary:</b> Watch a documentary, movie, or series of videos, based on the disability you choose. The film or accumulation of documentaries must be at least 1 hour long and at least one videos must be cited in your presentation and paper. Take at least one page of notes and keep track of the: 1) Titles, 2) Links (if applicable), 3) Time of each piece of media. Create a limited Works Cited Page (WCP) from this information. This should include the basics above and not the formality of a real WCP.</p>	20
<p><b>Gate / Dimensions Icons Worksheet:</b> Fill out the Dimensions of Depth and Complexity worksheet on the film or documentaries to enhance and link global topics to the project.</p>	33
<p><b>Compare &amp; Contrast Paper:</b> Students will be graded on:</p> <ul style="list-style-type: none"> <li>Outline – 25 points</li> <li>Rough Draft – 50 points</li> <li>Essay – 100 point final             <ol style="list-style-type: none"> <li>1) Explain the disability</li> <li>2) Explain how the disability affects their lives.</li> <li>3) Explain how the disability affects those around them.</li> <li>4) Works cited must be cited within your paper. If you do not include works from WCP, you will not receive credit.</li> </ol> </li> <li>WCP– 20 points             <ol style="list-style-type: none"> <li>1) Works Cited must be cited within the paper otherwise you will not receive credit. Remember, the websites, Citation Machine and Easy Bib, are not always correct so DO NOT rely on them. The WCP must include a combination of four (six for the Black Group) of the following:                 <ol style="list-style-type: none"> <li>a. Movie/documentary (Must include at least one.)                     <ol style="list-style-type: none"> <li>i. In-class movie/documentary</li> <li>ii. Your movie/documentaries</li> </ol> </li> <li>b. Websites                     <ol style="list-style-type: none"> <li>i. Publication with Empirical Evidence (scientific documentation)</li> <li>ii. VALID and RELIABLE websites such as the ones below only. Check with Ms. Reichmuth if you are unsure if your website is reliable.</li> </ol> </li> <li>c. Interview of caretaker, caregiver, or family member (Black Group requirement)</li> <li>d. Hard media (Must include at least one.)</li> </ol> </li> </ol> </li> </ul> <p>Staple Order: The order in which the paper should be stapled chronologically (newest on top) is. Points will be deducted if it is not in the correct order and if items are missing.</p> <ol style="list-style-type: none"> <li>1. Rubric (blank side, not the peer edit, must be facing up)</li> <li>2. Essay</li> <li>3. Works Cited (which should be a part of the paper...not on a separate page)</li> <li>4. Rough Draft Essay</li> <li>5. Outline</li> </ol>	<div style="text-align: center;">  </div> <p>195</p>

<p><b>Showcase:</b> Give a 4-6 minute “showcase” that will include the topics below. You and/or your team will be presenting the showcase to your class. After your presentation, there will be a 1-minute opportunity for Q&amp;A. Refer to the Presentation Rubric for direct guidelines and requirements for grading. Hard copies are due, first thing, on the day that all presentations begin. There are over 40 different methods to “Showcase!” Stay tuned. Slides must include:</p> <ol style="list-style-type: none"> <li>1) Title page</li> <li>2) Table of contents</li> <li>3) Introduction including clear description of the disability</li> <li>4) How it affects them</li> <li>5) How it affects those around them</li> <li>6) How has the research project affected you</li> <li>7) Works cited</li> <li>8) Photos within the slides must be cited and the citing must be by an actual website or photographer, not Google. Format to be used: <i>Photo courtesy of &lt;XYZ&gt;</i>.</li> <li>9) As always, presentation skills count.</li> </ol>	100
<div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p><b>Test Questions: “Test” Questions:</b> Every student or group will create three T/F questions, three multiple choice questions (with four possible answers), and one short-essay question along with their answers and share them with Ms. Reichmuth on Google Docs. The short-essay question answer should be one paragraph. The questions are to be about your topic and are due the day after your presentation is given. This allows you to create questions off of student’s questions about your presentation. MC answers may not include “all” or “none of the above” answers.</p> <p>The <u>format</u> in which the questions <b>MUST</b> be submitted is listed below. If they are not submitted like the examples below, you will be <u>docked</u>. If the answers are not submitted, you will receive zero points. <u>Late work will not be accepted</u>.</p> <ol style="list-style-type: none"> <li>1) Font: Arial / size 12</li> <li>2) Single Space</li> <li>3) Enter the T/F answer when you submit the questions.</li> <li>4) Bold the answer of the multiple choice questions.</li> <li>5) Essays <b>MUST</b> include answers that would be acceptable to you.</li> </ol> <p>True/False: (You must create three. They are worth 2.5 points each for a total of 7.5.)</p> <p>1) <u>  T  </u> Ms. R’s last name is Reichmuth.</p> <p>Multiple Choice: (You must create three. They are worth 2.5 points each for a total of 7.5.)</p> <ol style="list-style-type: none"> <li>1) Ms. R’s horse is called: <ol style="list-style-type: none"> <li>a. Jack Black</li> <li>b. Chloe</li> <li>c. <b>Andre</b></li> <li>d. Mr. Ed</li> </ol> </li> </ol> </div> </div>	20
<p><b>Final Test:</b> Various questions from each topic will be selected and used in the final test. You will be able to use your notes from the presentations.</p>	100
<p><b>Total PBL Research Points</b></p>	<b>508</b>

**Disability choices are not limited to the following:**

- Developmental and Behavioral
  - ADHD/ADD
  - Asperger Syndrome
  - Autism Spectrum Disorder
  - Down syndrome
  - Dyslexia
  - Learning Disabilities
- Psychological Disorders
  - Anxiety Disorders
  - Alzheimer's Disease
  - Bipolar Disorder
  - Borderline Personality Disorder
  - Depression
  - Childhood Disorders
  - Cognitive Disorders
  - Dissociative Disorders
  - Eating Disorders
  - Impulse Disorders
  - Obsessive Compulsive Disorder (OCD)
  - Lewy Body Dementia
  - Memory Loss
  - Mood Disorders
  - Organic Brain Disorders
  - Personality Disorders
  - Phobias
  - Sleep Disorders
  - Suicide Prevention
  - Schizophrenia
- Physical
  - Visual Impairment
    - Blindness
    - Blurred Vision
    - Cataract
    - Color Blindness
    - Strabismus
  - Hearing Impairment
    - Hearing Loss
- Meniere's Disease
- Mute
- Tinnitus (Ringing In the Ears)
- Mobility Impairment
  - ALS (Lou Gehrig's Disease)
  - Arthritis
    - Rheumatoid Arthritis (RA)
    - Osteoarthritis
  - Cerebral Palsy
  - Cleft lip
  - Dwarfism
  - Epilepsy
  - Multiple Sclerosis (MS)
  - Muscular Dystrophy (MD)
  - Paralysis
  - Parkinson's Disease
  - Spina Bifida
  - Stroke
- Head Injury
  - Traumatic Brain Injury
- Chronic Illnesses
  - Asthma
  - Cancer
  - Chronic Fatigue Syndrome
  - Diabetes
  - Hypoglycemia
  - HIV AIDS
  - Lupus
  - Renal Failure
  - Tuberculosis (TB)
- Other
  - Alcohol Addiction
  - Drug Addiction
  - Intermittent Explosive Disorder (anger)
  - Obesity

**Movies:** The following movies will help you have a deeper understanding of people with disabilities and may relate to your topic. Note, this is just the start of what you can find. Awakenings (PG-13)

- Benny & Joon (PG)
- Champions on Wheels (NR)
- Embracing Dyslexia (NR on YouTube)
- Forest Gump (PG)
- Million Dollar Baby (PG-13)
- Miracle Worker (G)



- Radio (PG)
- Right to Risk (NR)
- Temple Grandin (PG)
- The Theory of Everything (PG-13)
- What's Eating Gilbert Grape (PG-13)

**Where to get started! Definitely check out the \*'s.**

- \*Centers for Disease Control: <http://www.cdc.gov>
- \*Children with Special Needs: <http://www.childrenwithspecialneeds.com/index.php/disability-info.html>
- Disability Rights International: <http://www.driadvocacy.org/>
- \*Disability Truth (28:49): <https://www.youtube.com/watch?v=MJ4J0omkyNI>
- \*Disabilities List: <https://www.lds.org/topics/disability/list>
- Famous People with Disabilities: [http://www.disabled-world.com/artman/publish/article\\_0060.shtml](http://www.disabled-world.com/artman/publish/article_0060.shtml)
- \*KQED October Disability Month: <http://www.kqed.org/community/heritage/disability/index.jsp>
- Museum of disAbility: <http://museumofdisability.org/>
- National Council on Disability: <http://www.ncd.gov/>
- National Institute of Mental Health: <http://www.nimh.nih.gov/index.shtml>
- World Health Organization (WHO): <http://www.who.int/en/>

*Never Never Never  
Give Up!*  
Winston Churchill



The Ability Project is dedicated to my cousin, Scott Passarello

Athlete and Trainer, Alaskan Fisherman, Rebel, ALS Victim, & Grandson of our Grandmother, who was an ALS Victim.

*“In the mornings when I wake up, unable to move, I think about the life I’ve lead. It’s been a good life, but it could have been better had I focused less on myself and more on those I loved. I wish I had been less selfish and more caring to my family and friends around me. Taken pity, rather than raging....You have no choice. Use your time wisely and flood your time with love, compassion, forgiveness, understanding, beauty, and most of all, appreciation and thankfulness.”*

*~Scott Passarello, 1962-2004*

## 8<sup>th</sup> Grade Common Core Standards

### Writing

#### Text Types and Purposes:

1. [CCSS.ELA-Literacy.W.8.1](#)  
Write arguments to support claims with clear reasons and relevant evidence
2. [CCSS.ELA-Literacy.W.8.1.a](#)  
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
3. [CCSS.ELA-Literacy.W.8.1.b](#)  
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
4. [CCSS.ELA-Literacy.W.8.1.c](#)  
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
5. [CCSS.ELA-Literacy.W.8.1.d](#)  
Establish and maintain a formal style.
6. [CCSS.ELA-Literacy.W.8.1.e](#)  
Provide a concluding statement or section that follows from and supports the argument presented.
7. [CCSS.ELA-Literacy.W.8.2](#)  
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
8. [CCSS.ELA-Literacy.W.8.2.a](#)  
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
9. [CCSS.ELA-Literacy.W.8.2.b](#)  
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
10. [CCSS.ELA-Literacy.W.8.2.c](#)  
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
11. [CCSS.ELA-Literacy.W.8.2.d](#)  
Use precise language and domain-specific vocabulary to inform about or explain the topic.
12. [CCSS.ELA-Literacy.W.8.2.e](#)  
Establish and maintain a formal style.
13. [CCSS.ELA-Literacy.W.8.2.f](#)  
Provide a concluding statement or section that follows from and supports the information or explanation presented.
14. [CCSS.ELA-Literacy.W.8.3](#)  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
15. [CCSS.ELA-Literacy.W.8.3.a](#)  
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

16. [CCSS.ELA-Literacy.W.8.3.b](#)  
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
17. [CCSS.ELA-Literacy.W.8.3.c](#)  
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
18. [CCSS.ELA-Literacy.W.8.3.d](#)  
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
19. [CCSS.ELA-Literacy.W.8.3.e](#)  
Provide a conclusion that follows from and reflects on the narrated experiences or events.

### **Production and Distribution of Writing:**

1. [CCSS.ELA-Literacy.W.8.4](#)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2. [CCSS.ELA-Literacy.W.8.5](#)  
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](#).)
3. [CCSS.ELA-Literacy.W.8.6](#)  
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge:**

1. [CCSS.ELA-Literacy.W.8.7](#)  
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
2. [CCSS.ELA-Literacy.W.8.8](#)  
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
3. [CCSS.ELA-Literacy.W.8.9](#)  
Draw evidence from literary or informational texts to support analysis, reflection, and research.
4. [CCSS.ELA-Literacy.W.8.9.a](#)  
Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
5. [CCSS.ELA-Literacy.W.8.9.b](#)  
Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

### **Range of Writing:**

1. [CCSS.ELA-Literacy.W.8.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Informational Text

**Key Ideas and Details:**

1. [CCSS.ELA-Literacy.RI.8.1](#)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. [CCSS.ELA-Literacy.RI.8.2](#)

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3. [CCSS.ELA-Literacy.RI.8.3](#)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure:**

1. [CCSS.ELA-Literacy.RI.8.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

2. [CCSS.ELA-Literacy.RI.8.5](#)

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

3. [CCSS.ELA-Literacy.RI.8.6](#)

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas:**

1. [CCSS.ELA-Literacy.RI.8.7](#)

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

2. [CCSS.ELA-Literacy.RI.8.8](#)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

3. [CCSS.ELA-Literacy.RI.8.9](#)

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity:**

1. [CCSS.ELA-Literacy.RI.8.10](#)

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Literature



**Key Ideas and Details:**

2. [CCSS.ELA-Literacy.RL.8.1](#)  
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3. [CCSS.ELA-Literacy.RL.8.2](#)  
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
4. [CCSS.ELA-Literacy.RL.8.3](#)  
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Craft and Structure:**

1. [CCSS.ELA-Literacy.RL.8.4](#)  
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
2. [CCSS.ELA-Literacy.RL.8.5](#)  
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
3. [CCSS.ELA-Literacy.RL.8.6](#)  
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**Integration of Knowledge and Ideas:**

1. [CCSS.ELA-Literacy.RL.8.7](#)  
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
2. [CCSS.ELA-Literacy.RL.8.8](#)  
(RL.8.8 not applicable to literature)
3. [CCSS.ELA-Literacy.RL.8.9](#)  
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**Range of Reading and Level of Text Complexity:**

1. [CCSS.ELA-Literacy.RL.8.10](#)  
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

## Speaking and Listening

**Comprehension and Collaboration:**

1. [CCSS.ELA-Literacy.SL.8.1](#)  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

2. [CCSS.ELA-Literacy.SL.8.1.a](#)  
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
3. [CCSS.ELA-Literacy.SL.8.1.b](#)  
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
4. [CCSS.ELA-Literacy.SL.8.1.c](#)  
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
5. [CCSS.ELA-Literacy.SL.8.1.d](#)  
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
6. [CCSS.ELA-Literacy.SL.8.2](#)  
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
7. [CCSS.ELA-Literacy.SL.8.3](#)  
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas:**

1. [CCSS.ELA-Literacy.SL.8.4](#)  
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
2. [CCSS.ELA-Literacy.SL.8.5](#)  
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
3. [CCSS.ELA-Literacy.SL.8.6](#)  
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](#) for specific expectations.)

### Conventions

### **Conventions of Standard English:**

1. [CCSS.ELA-Literacy.L.8.1](#)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. [CCSS.ELA-Literacy.L.8.1.a](#)  
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
3. [CCSS.ELA-Literacy.L.8.1.b](#)  
Form and use verbs in the active and passive voice.

4. [CCSS.ELA-Literacy.L.8.1.c](#)  
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
5. [CCSS.ELA-Literacy.L.8.1.d](#)  
Recognize and correct inappropriate shifts in verb voice and mood.\*
6. [CCSS.ELA-Literacy.L.8.2](#)  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7. [CCSS.ELA-Literacy.L.8.2.a](#)  
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
8. [CCSS.ELA-Literacy.L.8.2.b](#)  
Use an ellipsis to indicate an omission.
9. [CCSS.ELA-Literacy.L.8.2.c](#)  
Spell correctly.

### Knowledge of Language:

1. [CCSS.ELA-Literacy.L.8.3](#)  
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2. [CCSS.ELA-Literacy.L.8.3.a](#)  
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### Vocabulary Acquisition and Use:

1. [CCSS.ELA-Literacy.L.8.4](#)  
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
2. [CCSS.ELA-Literacy.L.8.4.a](#)  
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
3. [CCSS.ELA-Literacy.L.8.4.b](#)  
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
4. [CCSS.ELA-Literacy.L.8.4.c](#)  
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
5. [CCSS.ELA-Literacy.L.8.4.d](#)  
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6. [CCSS.ELA-Literacy.L.8.5](#)  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
7. [CCSS.ELA-Literacy.L.8.5.a](#)  
Interpret figures of speech (e.g. verbal irony, puns) in context.
8. [CCSS.ELA-Literacy.L.8.5.b](#)  
Use the relationship between particular words to better understand each of the words.

9. [CCSS.ELA-Literacy.L.8.5.c](#)

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

10. [CCSS.ELA-Literacy.L.8.6](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.