# Responsibility Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All *Kindness in the Classroom®* lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention’s National Health Education Standards (NHES), the International Society for Technology in Education (ISTE) Standards, when applicable, and the national Common Core State Standards for English Language Arts & Literacy, Mathematics, History/Social Studies, and Science & Technical Subjects. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

## Lesson 1: Building Self-Discipline

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-awareness</strong>&lt;br&gt;Identifying emotions&lt;br&gt;Accurate self-perception&lt;br&gt;Recognizing strengths&lt;br&gt;Self-confidence&lt;br&gt;Self-efficacy</td>
<td><strong>Standard 1. Understanding concepts</strong>&lt;br&gt;1.8.1 - Analyze the relationship between healthy behaviors and personal health.&lt;br&gt;1.8.2 - Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</td>
<td><strong>English Language Arts Standards</strong>&lt;br&gt;<strong>Writing</strong>&lt;br&gt;Text Types and Purposes:&lt;br&gt;CCSS.ELA-LITERACY.W.8.2&lt;br&gt;Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. &lt;br&gt;CCSS.ELA-LITERACY.W.8.2.B&lt;br&gt;Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. &lt;br&gt;CCSS.ELA-LITERACY.W.8.2.D&lt;br&gt;Use precise language and domain-specific vocabulary to inform about or explain the topic. &lt;br&gt;<strong>Production and Distribution of Writing:</strong>&lt;br&gt;CCSS.ELA-LITERACY.W.8.4&lt;br&gt;Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>Self-management</strong>&lt;br&gt;Impulse control&lt;br&gt;Stress management&lt;br&gt;Self-discipline&lt;br&gt;Self-motivation&lt;br&gt;Goal-setting&lt;br&gt;Organizational skills</td>
<td><strong>Standard 2. Analyzing influences</strong>&lt;br&gt;2.8.6 - Analyze the influence of technology on personal and family health.¹&lt;br&gt;2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.</td>
<td><strong>Speaking &amp; Listening</strong>&lt;br&gt;Comprehension and Collaboration:&lt;br&gt;CCSS.ELA-LITERACY.SL.8.1&lt;br&gt;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. &lt;br&gt;CCSS.ELA-LITERACY.SL.8.1.B&lt;br&gt;Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. &lt;br&gt;CCSS.ELA-LITERACY.SL.8.1.C&lt;br&gt;Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. &lt;br&gt;CCSS.ELA-LITERACY.SL.8.1.D&lt;br&gt;Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. &lt;br&gt;<strong>Presentation of Knowledge and Ideas:</strong>&lt;br&gt;CCSS.ELA-LITERACY.SL.8.2&lt;br&gt;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. &lt;br&gt;<strong>CCSS.ELA-LITERACY.SL.8.4&lt;br&gt;Present claims and findings, emphasizing salient points in a focused,</strong></td>
</tr>
<tr>
<td><strong>Social awareness</strong>&lt;br&gt;Respect for others</td>
<td><strong>Standard 6. Goal-setting</strong>&lt;br&gt;6.8.1 - Assess personal health practices.&lt;br&gt;6.8.2 - Develop a goal to adopt, maintain, or improve a personal health practice.&lt;br&gt;6.8.3 - Apply strategies and skills needed to attain a personal health goal.</td>
<td></td>
</tr>
<tr>
<td><strong>Relationship skills</strong>&lt;br&gt;Communication</td>
<td><strong>Standard 7. Practicing healthy behaviors</strong>&lt;br&gt;7.8.2 - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.&lt;br&gt;7.8.3 - Demonstrate behaviors to avoid or reduce health risks to self and others.</td>
<td></td>
</tr>
</tbody>
</table>

¹Standards are applicable when teaching the Technology-Focused Mini Lessons.

© The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org
coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Language
Conventions of Standard English:
CCSS.ELA-LITERACY.L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.8.1.B
Form and use verbs in the active and passive voice.
CCSS.ELA-LITERACY.L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.8.2.A
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-LITERACY.L.8.2.C
Spell correctly.
Knowledge of Language:
CCSS.ELA-LITERACY.L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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:
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.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.
© The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org
### Lesson 2: Sources of Responsibility

<table>
<thead>
<tr>
<th>CASEL</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
</table>
| **Self-awareness**<br>Accurate self-perception<br>Recognizing strengths<br>Self-confidence <br>**Self-management**<br>Impulse control<br>Stress management<br>Self-discipline<br>Self-motivation<br>Goal-setting<br>Organizational skills | **Standard 2. Analyzing influences**<br>2.8.2 - Describe the influence of culture on health beliefs, practices, and behaviors.<br>2.8.6 - Analyze the influence of technology on personal and family health.*<br>2.8.7 - Explain how the perceptions of norms influence healthy and unhealthy behaviors.<br>2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors. | **English Language Arts Standards**<br>**Speaking & Listening**<br>**Comprehension and Collaboration:**<br>CCSS.ELA-LITERACY.SL.8.1<br>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.<br>CCSS.ELA-LITERACY.SL.8.1.C<br>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.<br>CCSS.ELA-LITERACY.SL.8.1D<br>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.<br>CCSS.ELA-LITERACY.SL.8.2<br>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.<br>**Presentation of Knowledge and Ideas:**<br>CCSS.ELA-LITERACY.SL.8.4<br>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. <br><br>**Language**<br>**Conventions of Standard English:**<br>CCSS.ELA-LITERACY.L.8.1<br>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <br><br>**Knowledge of Language:**<br>CCSS.ELA-LITERACY.L.8.3<br>Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br><br>**Vocabulary Acquisition and Use:**<br>CCSS.ELA-LITERACY.L.8.4.A<br>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. |<br>**Social awareness**<br>Respect for others <br>**Relationship skills**<br>Communication <br>**Responsible decision-making**<br>Evaluating<br>Reflecting |<br>**Standard 6. Goal-setting**<br>6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. |<br><br>**ISTE**<br>2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.*

*Standards are applicable when teaching the Technology-Focused Mini Lessons.

© The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org
Lesson 3: Conflicts in Responsibility

**CASEL**

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying emotions</td>
<td><strong>Standard 2. Analyzing influences</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Accurate self-perception</td>
<td>2.8.6 - Analyze the influence of technology on personal and family health.*</td>
<td><strong>Speaking &amp; Listening</strong></td>
</tr>
<tr>
<td>Recognizing strengths</td>
<td><strong>Standard 5. Decision-making</strong></td>
<td><strong>Comprehension and Collaboration:</strong></td>
</tr>
<tr>
<td>Self-confidence</td>
<td>2.8.7 - Explain how the perceptions of norms influence healthy and unhealthy behaviors.</td>
<td>CCSS.ELA-LITERACY.SL.8.1</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td></td>
<td>Engage effectively in a range of collaborative discussions</td>
</tr>
<tr>
<td>Impulse control</td>
<td>2.8.8 - Explain the influence of personal values and beliefs on individual health practices and behaviors.</td>
<td>(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.</td>
</tr>
<tr>
<td>Stress management</td>
<td></td>
<td><strong>CCSS.ELA-LITERACY.SL.8.1.C</strong></td>
</tr>
<tr>
<td>Self-discipline</td>
<td><strong>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</strong></td>
<td></td>
</tr>
<tr>
<td>Self-motivation</td>
<td></td>
<td><strong>CCSS.ELA-LITERACY.SL.8.1.D</strong></td>
</tr>
<tr>
<td>Goal-setting</td>
<td><strong>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</strong></td>
<td></td>
</tr>
<tr>
<td>Organizational skills</td>
<td><strong>CCSS.ELA-LITERACY.SL.8.2</strong></td>
<td><strong>Presentation of Knowledge and Ideas:</strong></td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td><strong>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.</strong></td>
<td>CCSS.ELA-LITERACY.SL.8.4</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td>Respect for others</td>
<td></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td><strong>Relationship skills</strong></td>
<td></td>
<td><strong>Conventions of Standard English:</strong></td>
</tr>
<tr>
<td>Communication</td>
<td><strong>2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</strong></td>
<td>CCSS.ELA-LITERACY.L.8.1</td>
</tr>
<tr>
<td><strong>Responsible decision-making</strong></td>
<td><strong>Standard 6. Goal-setting</strong></td>
<td><strong>Knowledge of Language:</strong></td>
</tr>
<tr>
<td>Analyzing situations</td>
<td>6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</td>
<td>CCSS.ELA-LITERACY.L.8.3</td>
</tr>
<tr>
<td>Solving problems</td>
<td><strong>Standard 7. Practicing healthy behaviors</strong></td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>7.8.1 - Explain the importance of assuming responsibility for personal health behaviors.</td>
<td><strong>Vocabulary Acquisition and Use:</strong></td>
</tr>
<tr>
<td>Reflecting</td>
<td></td>
<td>CCSS.ELA-LITERACY.L.8.4.A</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

*Standards are applicable when teaching the Technology-Focused Mini Lessons.
© The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org
Lesson 4: Shifting Responsibility

**CASEL**

- **Self-awareness**
  - Identifying emotions
  - Accurate self-perception
  - Recognizing strengths
  - Self-confidence
  - Self-efficacy

- **Self-management**
  - Impulse control
  - Stress management
  - Self-discipline
  - Self-motivation
  - Goal-setting
  - Organizational skills

- **Social awareness**
  - Perspective-taking
  - Respect for others

- **Relationship skills**
  - Communication

- **Responsible decision-making**
  - Analyzing situations
  - Solving problems
  - Evaluating
  - Reflecting
  - Ethical responsibility

**NHES**

- **Standard 2. Analyzing influences**
  2.8.4 - Analyze how the school and community can affect personal health practices and behaviors.
  2.8.6 - Analyze the influence of technology on personal and family health.*

- **Standard 6. Goal-setting**
  6.8.4 - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

- **Standard 7. Practicing healthy behaviors**
  7.8.1 - Explain the importance of assuming responsibility for personal health behaviors.

**Common Core**

- **English Language Arts Standards**
  - **Writing**
    - **Text Types and Purposes:**
      - 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.
      - CCSS.ELA-LITERACY.W.8.2.B
      - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
      - CCSS.ELA-LITERACY.W.8.2.D
      - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **Production and Distribution of Writing:**
    - 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.
  - **Speaking & Listening**
    - **Comprehension and Collaboration:**
      - 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.
      - 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.
      - 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.
      - 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.
    - **Presentation of Knowledge and Ideas:**
      - 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.
  - **Language**
    - **Conventions of Standard English:**
      - CCSS.ELA-LITERACY.L.8.1
      - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - CCSS.ELA-LITERACY.L.8.1.B
      - Form and use verbs in the active and passive voice.
      - CCSS.ELA-LITERACY.L.8.2
      - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
      - CCSS.ELA-LITERACY.L.8.2.A
      - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.
© The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org
CCSS.ELA-LITERACY.L.8.2.C
Spell correctly.

Knowledge of Language:
CCSS.ELA-LITERACY.L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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:
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.

*Standards are applicable when teaching the Technology-Focused Mini Lessons. © The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org
### Project 1: Responsibility Guide Book

#### CASEL

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>NHES</th>
<th>Common Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing strengths</td>
<td><strong>Standard 1. Understanding concepts</strong></td>
<td><strong>English Language Arts Standards</strong></td>
</tr>
<tr>
<td>Self-confidence</td>
<td>1.8.2 - Describe the</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Stress-management</td>
<td>interrelationships of emotional,</td>
<td><strong>Text Types and Purposes:</strong></td>
</tr>
<tr>
<td>Stress management</td>
<td>intellectual, physical, and social</td>
<td>CCSS.ELA-LITERACY.W.8.2</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>health in adolescence.</td>
<td>Write informative/explanatory texts to examine a topic and convey</td>
</tr>
<tr>
<td>Goal-setting</td>
<td><strong>Standard 2. Analyzing influences</strong></td>
<td>ideas, concepts, and information through the selection, organization,</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>2.8.3 - Describe how peers</td>
<td>and analysis of relevant content.</td>
</tr>
<tr>
<td>Social awareness</td>
<td>influence healthy and unhealthy</td>
<td>CCSS.ELA-LITERACY.W.8.2.A</td>
</tr>
<tr>
<td>Perspective-taking</td>
<td>behaviors.</td>
<td>Introduce a topic clearly, previewing what is to follow; organize ideas,</td>
</tr>
<tr>
<td>Empathy</td>
<td>2.8.4 - Analyze how the school</td>
<td>concepts, and information into broader categories; include formatting</td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td>and community can affect</td>
<td>(e.g., headings), graphics (e.g., charts, tables), and multimedia when</td>
</tr>
<tr>
<td>Respect for others</td>
<td>personal health practices and</td>
<td>useful to aiding comprehension.</td>
</tr>
<tr>
<td>Relationship skills</td>
<td>behaviors.</td>
<td>CCSS.ELA-LITERACY.W.8.2.B</td>
</tr>
<tr>
<td>Communication</td>
<td><strong>Standard 4. Interpersonal communication</strong></td>
<td>Develop the topic with relevant, well-chosen facts, definitions,</td>
</tr>
<tr>
<td>Social engagement</td>
<td>4.8.1 - Apply effective verbal and</td>
<td>concrete details, quotations, or other information and examples.</td>
</tr>
<tr>
<td>Relationship-building</td>
<td>nonverbal communication skills</td>
<td>CCSS.ELA-LITERACY.W.8.2.C</td>
</tr>
<tr>
<td>Teamwork</td>
<td>to enhance health.</td>
<td>Use appropriate and varied transitions to create cohesion and clarify</td>
</tr>
<tr>
<td>Responsible</td>
<td><strong>Standard 5. Decision-making</strong></td>
<td>the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>decision-making</td>
<td>5.8.4 - Distinguish between</td>
<td>CCSS.ELA-LITERACY.W.8.2.D</td>
</tr>
<tr>
<td>Identifying problems</td>
<td>healthy and unhealthy</td>
<td>Use precise language and domain-specific vocabulary to inform about</td>
</tr>
<tr>
<td>Analyzing situations</td>
<td>alternatives to health-related</td>
<td>or explain the topic.</td>
</tr>
<tr>
<td>Solving problems</td>
<td>issues or problems.</td>
<td>CCSS.ELA-LITERACY.W.8.2.E</td>
</tr>
<tr>
<td>Evaluating</td>
<td>5.8.6 - Choose healthy</td>
<td>Establish and maintain a formal style.</td>
</tr>
<tr>
<td>Reflecting</td>
<td>alternatives over unhealthy</td>
<td>CCSS.ELA-LITERACY.W.8.2.F</td>
</tr>
<tr>
<td>Ethical responsibility</td>
<td>alternatives when making a</td>
<td>Provide a concluding statement or section that follows from and</td>
</tr>
<tr>
<td><strong>ISTE</strong></td>
<td>decision.</td>
<td>supports the information or explanation presented.</td>
</tr>
</tbody>
</table>

3. **Knowledge Constructor:**
   - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

6. **Creative Communicator:**
   - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

*Standards are applicable when teaching the Technology-Focused Mini Lessons.
© The Random Acts of Kindness Foundation. All Rights Reserved. www.randomactsofkindness.org
progress toward specific goals and deadlines, and define individual roles as needed.

**Presentation of Knowledge and Ideas:**
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.

**Language**

**Conventions of Standard English:**
CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

**Knowledge of Language:**
CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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:**
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.