



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: 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).
L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p><u>Questions to Focus Learning</u></p> <p>How can a writer manipulate active and passive verb forms in order to achieve a particular effect in writing? What effect(s) do the conditional and subjunctive mood have on writing?</p> <p>Effective communicators understand the functions of language in different contexts, use it to fully comprehend when reading or listening, and clearly address ideas when speaking or writing.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <ul style="list-style-type: none">Students must know the difference between verbs in the active and passive voice.Students must know how verbs in the conditional mood are used.Students must know how verbs in the subjunctive mood are used.Students must apply the active and passive verb forms to achieve particular effects when writing or speaking.Students must apply verbs in the conditional and subjective moods to achieve particular effects when writing or speaking. <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none">Students must identify particular effects conveyed in a text.Students must reason if verbs are in the active and passive and in the conditional and subjunctive mood in a text to achieve particular effects.Students must evaluate their writing to be sure it expresses the desired effects. <p><u>Vocabulary</u></p> <ul style="list-style-type: none">active voiceconditional moodcontrary

passive voice
subjunctive mood

Teacher Tips

http://www.grammar-monster.com/glossary/subjunctive_mood.htm This website shows a lesson on subjunctive moods and provides examples.

<http://eslgamesworld.com/members/games/ClassroomGames/Billionaire/Conditionals%20Billionaire%20Game/index.html>
This website is a game for zero, first, second, and third conditional sentences.

http://busyteacher.org/classroom_activities-grammar/conditionals-worksheets/ This website offers free worksheets at the elementary level. The worksheets may still be useful to students struggling with conditionals.

Horizontal Alignment

L.8.3a - 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).

Vertical Progression

L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

The above information and more can be accessed for free on the Wiki-Teacher website.

Direct link for this standard: [L.8.3.a](#)