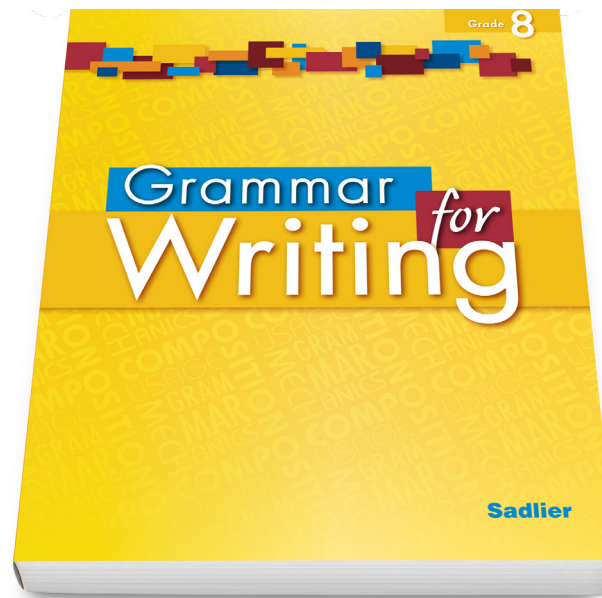


# *Grammar for Writing*

Correlation to the Gwinnett County AKS and the Georgia GSE: English Language Arts for Grade 8

Grade 8



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Grammar for Writing Level C/Grade 8

Gwinnett Co. AKS: 8<sup>th</sup> Grade Language Arts

Georgia Standards of Excellence: ELA Grade 8

## Part I: Composition

### Chapter 1: The Writing Process

<ul style="list-style-type: none"> <li>• <b>Lesson 1.1 Prewriting—pp. 9–11</b> Techniques to generate possible topics • Choose and narrow your topic • Ask 5-W and How? questions • Writing Model • Determine your purpose and analyze your audience • Use a graphic organizer</li> <li>• <b>Lesson 1.2 Drafting—pp. 12–13</b> Use your prewriting notes, organizers, outlines, and lists • Follow guidelines • Writing Model</li> <li>• <b>Lesson 1.3 Revising—pp. 14–16</b> Set your work aside for a short period • Evaluate your essay using five of the six traits of good writing • Read your essay several times • Have a classmate review your paper • Writing Model</li> <li>• <b>Lesson 1.4 Editing and Proofreading—pp. 17–19</b> Focus on the sixth trait of good writing, conventions • Use the Editing and Proofreading Checklist • Use a computer with spell-check • Use proofreading symbols • Writing Model</li> </ul>	<p><b>8LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<p><b>ELAGSE8W5</b> 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.)</p>
<ul style="list-style-type: none"> <li>• <b>Lesson 1.5 Publishing and Presenting—pp. 20–21</b> Proofread one last time • Present your work: turn your paper into a speech, have a discussion with class or family, give a multimedia presentation • Maintain a writing portfolio</li> </ul>	<p><b>8LA.C.25</b> 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</p> <p><b>8LA.D.34</b> integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p> <p><b>8LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE8W6</b> Use technology, including the Internet, to produce and publish writing &amp; present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>ELAGSE8SL5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>ELAGSE8SL6</b> 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 for specific expectations.)</p>

## Part I: Composition

### Chapter 1: The Writing Process

<p>• <b>Writer’s Workshop: Personal Narrative—pp. 22–28</b></p> <p>Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Pick a Good Topic, Gather Detail, Writing Hint, Real-World Writing • Drafting: Write a Beginning, Middle, and End, Keep It Interesting, Writing Model • Revising: Revising Questions, Writing Model, Make Your Sentences Smooth, Writing Model • Editing and Proofreading: Proofread Your Draft, Editing and Proofreading Checklist, Fix Run-on Sentences, Writing Model • Publishing and Presenting • Reflect On Your Writing</p>	<p><b>8LA.C.22</b> write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p><b>8LA.C.22.a</b> 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</p> <p><b>8LA.C.22.b</b> use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p> <p><b>8LA.C.22.c</b> 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</p> <p><b>8LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>8LA.C.22.e</b> provide a conclusion that follows from and reflects on the narrated experiences or events</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>ELAGSE8W3.a</b> 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.</p> <p><b>ELAGSE8W3.b</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p><b>ELAGSE8W3.c</b> 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.</p> <p><b>ELAGSE8W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>ELAGSE8W3.e</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W5</b> 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.)</p> <p style="text-align: right;"><i>continued</i></p>
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**Part I: Composition**

Chapter 1: The Writing Process

	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8SL6</b> 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 for specific expectations.)</p>
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**Part I: Composition**

Chapter 2: Effective Sentences and Word Choice

<ul style="list-style-type: none"> <li>Lesson 2.1 Sentence Fragments—pp. 33–35</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 2.2 Run-on Sentences—pp. 36–38</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 2.3 Parallel Structure—pp. 39–41</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p style="text-align: right;"><i>continued</i></p>

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## Part I: Composition

### Chapter 2: Effective Sentences and Word Choice

	<p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>8LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>ELAGSE8SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Lesson 2.4 Stringy Sentences—pp. 42–43</li> </ul>	<p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Lesson 2.5 Wordy Sentences—pp. 44–46</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36.b</b> form and use verbs in the active and passive voice</p> <p><b>8LA.E.38.a</b> 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)</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1.b</b> Form and use verbs in the active and passive voice.</p> <p><b>ELAGSE8L3.a</b> 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).</p>
<ul style="list-style-type: none"> <li>Lesson 2.6 Colorful Language—pp. 47–49</li> </ul>	<p><b>8LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>8LA.C.29</b> 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</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>ELAGSE8W10</b> 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.</p> <p style="text-align: right;"><i>continued</i></p>

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## Part I: Composition

### Chapter 2: Effective Sentences and Word Choice

	<p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation—pp. 50–52</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>8LA.E.40.c</b> distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>ELAGSE8L5.c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>
<ul style="list-style-type: none"> <li>Lesson 2.8 Figurative Language—pp. 53–55</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>8LA.E.40.a</b> interpret figures of speech (e.g. verbal irony, puns) in context</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>ELAGSE8L5.a</b> Interpret figures of speech (e.g. verbal irony, puns) in context.</p>
<ul style="list-style-type: none"> <li>Writing Application: Character Sketch—pp. 56–59</li> </ul> <p>Key Features • Assignment (Task, Purpose, Audience, Key Instructions) • Brainstorm a Character (Use a Character Map) • Writing Hint • Determine a Main Impression • Make Your Character Come Alive • Use Colorful Language • Check Your Character Sketch • Writing Checklist • Writing Model</p>	<p><b>8LA.C.22.b</b> use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</p> <p><b>8LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W3.b</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p><b>ELAGSE8W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p style="text-align: right;"><i>continued</i></p>

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**Part I: Composition**

Chapter 2: Effective Sentences and Word Choice

	<p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p>
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**Part I: Composition**

Chapter 3: Sentence Variety and Structure.

<ul style="list-style-type: none"> <li>Lesson 3.1 Varying Sentence Length—pp. 65–67</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 3.2 Varying Sentence Beginnings—pp. 68–70</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Lesson 3.3 Independent and Subordinate Clauses—pp. 71–73</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37.a</b> use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2.a</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>

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### Chapter 3: Sentence Variety and Structure.

<ul style="list-style-type: none"> <li>Lesson 3.4 Types of Sentence Structure—pp. 74–78</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Lesson 3.5 Using Phrases—pp. 79–80</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.36.a</b> explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L1.a</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
<ul style="list-style-type: none"> <li>Lesson 3.6 Combining Sentences: Coordinating Conjunctions—pp. 81–81</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Lesson 3.7 Combining Sentences: Key Words and Phrases—pp. 82–83</li> </ul>	<p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>



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### Chapter 3: Sentence Variety and Structure.

<ul style="list-style-type: none"> <li>Lesson 3.8 Combining Sentences: Subordinate Clauses—pp. 84–85</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Writer’s Workshop: Compare-Contrast Essay—pp. 86–92</li> </ul> <p>Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Choose and Narrow Your Topic, Make Your Point, Gather Details, Organize Your Ideas • Drafting: Make It Complete, Writing Hint, Writing Model • Revising: Revising Questions, Smooth It Out, Literary Model, Reading as a Writer • Editing and Proofreading: Editing and Proofreading Checklist • Publishing and Presenting • Reflect On Your Writing</p>	<p><b>8LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>8LA.C.21.a</b> 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</p> <p><b>8LA.C.21.b</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>8LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>8LA.C.21.e</b> use documents to clarify details or support claims</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE8W2.a</b> 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.</p> <p><b>ELAGSE8W2.b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE8W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p style="text-align: right;"><i>continued</i></p>

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## Part I: Composition

### Chapter 3: Sentence Variety and Structure.

	<p><b>8LA.C.21.f</b> establish and maintain a formal style</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>8LA.C.25</b> 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</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8W2.e</b> Establish and maintain a formal style.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W5</b> 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.)</p> <p><b>ELAGSE8W6</b> Use technology, including the Internet, to produce and publish writing &amp; present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
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Georgia Standards of Excellence: ELA Grade 8

## Part I: Composition

### Chapter 4: Effective Paragraphs .

<ul style="list-style-type: none"> <li>Lesson 4.1 Main Ideas and Topic Sentences—pp. 97–1</li> </ul>	<p><b>8LA.C.21.a</b> 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</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W2.a</b> 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.</p> <p><b>ELAGSE8W10</b> 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.</p>
<ul style="list-style-type: none"> <li>Lesson 4.2 Methods of Elaboration—pp. 00–2</li> </ul>	<p><b>8LA.C.21.b</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>8LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p>	<p><b>ELAGSE8W2.b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE8W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<ul style="list-style-type: none"> <li>Lesson 4.3 Improving Paragraph Unity—pp. 03–5</li> </ul>	<p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p>	<p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>
<ul style="list-style-type: none"> <li>Lesson 4.4 Patterns of Organization—pp. 06–108</li> </ul>	<p><b>8LA.C.21.a</b> 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</p> <p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W2.a</b> 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.</p> <p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE8W10</b> 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.</p>

**Part I: Composition**

Chapter 4: Effective Paragraphs .

<ul style="list-style-type: none"> <li>Lesson 4.5 Improving Paragraph Coherence—pp. 109–111</li> </ul>	<p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>8LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>8LA.C.22.c</b> 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</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE8W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>ELAGSE8W3.c</b> 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.</p> <p><b>ELAGSE8W10</b> 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.</p>
<ul style="list-style-type: none"> <li>Lesson 4.6 Descriptive and Narrative Paragraphs—pp. 112–114</li> </ul>	<p><b>8LA.C.22.a</b> 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</p> <p><b>8LA.C.22.c</b> 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</p> <p><b>8LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W3.a</b> 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.</p> <p><b>ELAGSE8W3.c</b> 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.</p> <p><b>ELAGSE8W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p>

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### Chapter 4: Effective Paragraphs .

<ul style="list-style-type: none"> <li>Lesson 4.7 Expository and Persuasive Paragraphs—pp. 115–117</li> </ul>	<p><b>8LA.C.20.a</b> introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>8LA.C.20.b</b> support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><b>8LA.C.20.c</b> use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p><b>8LA.C.21.a</b> 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</p> <p><b>8LA.C.21.b</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W1.a</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE8W1.b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>ELAGSE8W1.c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>ELAGSE8W2.a</b> 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.</p> <p><b>ELAGSE8W2.b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p>
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### Chapter 4: Effective Paragraphs .

<ul style="list-style-type: none"> <li>• <b>Writing Application: Summary—pp. 118–121</b> Key Features • Assignment (Task, Purpose, Audience, Key Instructions) • What’s the Big Idea? • Paraphrase Key Ideas • Remember: Plagiarism • Keep It Brief • Keep Your Ideas Organized • Check for Correctness • Writing Checklist • Writing Model</li> </ul>	<p><b>8LA.B.11</b> 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</p> <p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>8LA.C.21.d</b> use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.28.b</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)</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.38.a</b> 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)</p>	<p><b>ELAGSE8RI2</b> 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.</p> <p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE8W2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W9.b</b> Apply <i>grade 8 Reading Standards</i> 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”).</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L3.a</b> 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).</p>
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## Part I: Composition

### Chapter 5: Writing an Essay

<ul style="list-style-type: none"> <li>Lesson 5.1 Parts of an Essay—pp. 127–128</li> </ul>	<p><b>8LA.C.21.a</b> 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</p> <p><b>8LA.C.21.b</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>8LA.C.21.g</b> provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p><b>8LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p>	<p><b>ELAGSE8W2.a</b> 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.</p> <p><b>ELAGSE8W2.b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE8W2.f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>ELAGSE8SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>
<ul style="list-style-type: none"> <li>Lesson 5.2 Developing the Thesis—pp. 129–130</li> </ul>	<p><b>8LA.C.20.a</b> introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>8LA.C.21.a</b> 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</p>	<p><b>ELAGSE8W1.a</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE8W2.a</b> 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.</p>
<ul style="list-style-type: none"> <li>Lesson 5.3 Writing an Introduction—pp. 131–133</li> </ul>	<p><b>8LA.C.20.a</b> introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>8LA.C.21.a</b> introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W1.a</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE8W2.a</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics</p> <p style="text-align: right;"><i>continued</i></p>

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### Chapter 5: Writing an Essay

	<p>(e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p><b>8LA.C.29</b> 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</p>	<p>(e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>ELAGSE8W10</b> 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.</p>
<ul style="list-style-type: none"> <li>Lesson 5.4 Body Paragraphs—pp. 134–136</li> </ul>	<p><b>8LA.C.20.a</b> introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>8LA.C.20.b</b> support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><b>8LA.C.20.c</b> use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p><b>8LA.C.21.a</b> 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</p> <p><b>8LA.C.21.b</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W1.a</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE8W1.b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>ELAGSE8W1.c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>ELAGSE8W2.a</b> 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.</p> <p><b>ELAGSE8W2.b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE8W10</b> 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.</p>



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### Chapter 5: Writing an Essay

<ul style="list-style-type: none"> <li>Lesson 5.5 Writing a Conclusion—pp. 137–139</li> </ul>	<p><b>8LA.C.20.e</b> provide a concluding statement or section that follows from and supports the argument presented</p> <p><b>8LA.C.21.g</b> provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>ELAGSE8W2.f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>ELAGSE8W10</b> 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.</p>
<ul style="list-style-type: none"> <li>Writer’s Workshop: Persuasive Essay—pp. 140–146</li> </ul> <p>Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Select a Topic, Make a Claim, Explain Your Reasons and Evidence, Avoid Logical Fallacies • Drafting: Organize the Body, Use an Outline, Writing Model • Revising: Revising Questions, Adjust Style and Tone, Literary Model, Reading as a Writer • Editing and Proofreading: Editing and Proofreading Checklist • Publishing and Presenting • Reflect On Your Writing</p>	<p><b>8LA.C.20</b> write arguments to support claims with clear reasons and relevant evidence</p> <p><b>8LA.C.20.a</b> introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>8LA.C.20.b</b> support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><b>8LA.C.20.c</b> use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p><b>8LA.C.20.d</b> establish and maintain a formal style</p> <p><b>8LA.C.20.e</b> provide a concluding statement or section that follows from and supports the argument presented</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>ELAGSE8W1.a</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE8W1.b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>ELAGSE8W1.c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>ELAGSE8W1.d</b> Establish and maintain a formal style.</p> <p><b>ELAGSE8W1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p style="text-align: right;"><i>continued</i></p>

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Chapter 5: Writing an Essay

	<p><b>8LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W5</b> 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.)</p> <p><b>ELAGSE8W10</b> 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.</p>
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**Part II: Grammar, Usage, and Mechanics**

Chapter 6: Parts of a Sentence

<ul style="list-style-type: none"> <li>Lesson 6.1 Complete Sentences—pp. 151–152</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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## Part II: Grammar, Usage, and Mechanics

### Chapter 6: Parts of a Sentence

<ul style="list-style-type: none"> <li>Lesson 6.2 Subjects and Predicates—pp. 153–154</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 6.3 Identifying the Subject—pp. 155–156</li> <li>Lesson 6.4 Compound Subjects and Verbs—pp. 157–158</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 6.5 Direct and Indirect Objects—pp. 159–160</li> <li>Lesson 6.6 Subject Complements—pp. 161–162</li> </ul>	<p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W10</b> 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.</p>
	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Writing Application: Business Letter—pp. 163–166</li> </ul> <p>Key Features • Assignment (Task, Purpose, Audience, Key Instructions) • Be Direct • Be Organized • Be Formal • Writing Hint • Be Complete • Be Correct • Writing Checklist • Writing Model</p>	<p><b>8LA.C.21.f</b> establish and maintain a formal style</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>ELAGSE8W2.e</b> Establish and maintain a formal style.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W5</b> 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.)</p> <p style="text-align: center;"><i>continued</i></p>

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**Part II: Grammar, Usage, and Mechanics**

Chapter 6: Parts of a Sentence

	<p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W10</b> 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.</p>
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**Part II: Grammar, Usage, and Mechanics**

Chapter 7: Nouns and Pronouns

<ul style="list-style-type: none"> <li>• Lesson 7.1 Using Nouns—pp. 171–172</li> <li>• Lesson 7.2 Compound and Collective Nouns—pp. 173–174</li> <li>• Lesson 7.3 Using Pronouns—pp. 175–176</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>• Lesson 7.4 Subject and Object Pronouns—pp. 177–178</li> </ul>	<p><b>8LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>• Lesson 7.5 Who or Whom?—pp. 179–180</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>

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## Part II: Grammar, Usage, and Mechanics

### Chapter 7: Nouns and Pronouns

<ul style="list-style-type: none"> <li>Lesson 7.6 Possessive Nouns and Pronouns—pp. 181–182</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 7.7 Pronoun-Antecedent Agreement—pp. 183–184</li> <li>Lesson 7.8 Clear Pronoun Reference—pp. 185–186</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Writer’s Workshop: Literary Analysis—pp. 187–186</li> </ul> <p>Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Choose Your Works, What’s Your Point? • Drafting: Organize the Detail, Include Every Part • Revising: Revising Questions, Writing Model, Include Text Evidence, Literary Model • Editing and Proofreading: Editing and Proofreading Checklist, Use Clear Pronoun Reference, Writing Model • Publishing and Presenting • Reflect On Your Writing</p>	<p><b>8LA.A.2</b> determine a theme and/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</p> <p><b>8LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p><b>8LA.C.25</b> 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</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8RL2</b> Determine a theme and/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.</p> <p><b>ELAGSE8W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W5</b> 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.)</p> <p><b>ELAGSE8W6</b> Use technology, including the Internet, to produce and publish writing &amp; present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p style="text-align: right;"><i>continued</i></p>

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### Chapter 7: Nouns and Pronouns

	<p><b>8LA.C.28.a</b> 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")</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>8LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE8W9.a</b> Apply <i>grade 8 Reading Standards</i> 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").</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>ELAGSE8SL6</b> 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 for specific expectations.)</p>
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## Part II: Grammar, Usage, and Mechanics

### Chapter 8: Verbs

<ul style="list-style-type: none"> <li>Lesson 8.1 Using Verbs—pp. 199–200</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
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## Part II: Grammar, Usage, and Mechanics

### Chapter 8: Verbs

<ul style="list-style-type: none"> <li>Lesson 8.2 Regular and Irregular Verbs—pp. 201–202</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37.c</b> spell correctly</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2.c</b> Spell correctly.</p>
<ul style="list-style-type: none"> <li>Lesson 8.3 More Irregular Verbs—pp. 203–204</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 8.4 Simple and Perfect Tenses—pp. 205–206</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.36.a</b> explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L1.a</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
<ul style="list-style-type: none"> <li>Lesson 8.5 Shifts in Tense—pp. 207–208</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36.c</b> form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood</p> <p><b>8LA.E.36.d</b> recognize and correct inappropriate shifts in verb voice and mood</p> <p><b>8LA.E.38.a</b> 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)</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1.c</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p><b>ELAGSE8L1.d</b> Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><b>ELAGSE8L3.a</b> 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).</p>

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### Chapter 8: Verbs

<ul style="list-style-type: none"> <li>Lesson 8.6 Active and Passive Voice—pp. 209–210</li> </ul>	<p><b>8LA.C.22</b> write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36.b</b> form and use verbs in the active and passive voice</p> <p><b>8LA.E.36.d</b> recognize and correct inappropriate shifts in verb voice and mood</p> <p><b>8LA.E.38.a</b> 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)</p>	<p><b>ELAGSE8W3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1.b</b> Form and use verbs in the active and passive voice.</p> <p><b>ELAGSE8L1.d</b> Recognize and correct inappropriate shifts in verb voice and mood.*</p> <p><b>ELAGSE8L3.a</b> 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).</p>
<ul style="list-style-type: none"> <li>Lesson 8.7 Participles and Participial Phrases—pp. 211–212</li> </ul>	<p><b>8LA.C.22</b> write narratives to develop real or imagined experiences or events, using effective technique, relevant descriptive details, and well-structured event sequences</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36.a</b> explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</p>	<p><b>ELAGSE8W3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1.a</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>



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Chapter 8: Verbs

<ul style="list-style-type: none"> <li>Lesson 8.8 Gerunds and Gerund Phrases—pp. 213–214</li> <li>Lesson 8.9 Infinitives and Infinitive Phrases—pp. 215–216</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36.a</b> explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1.a</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
<ul style="list-style-type: none"> <li>Writing Application: Poem—pp. 217–216 Key Features • Assignment (Task, Purpose, Audience, Key Instructions) • Writing Hint • Find a Subject • Choose Your Words Carefully • Use Your Imagination • Writing Checklist • Writing Model</li> </ul>	<p><b>8LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p>

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**Part II: Grammar, Usage, and Mechanics**

Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

<ul style="list-style-type: none"> <li>Lesson 9.1 Using Adjectives and Adverbs—pp. 225–226</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
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## Part II: Grammar, Usage, and Mechanics

### Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

<ul style="list-style-type: none"> <li>Lesson 9.2 Comparing with Adjectives and Adverbs—pp. 227–228</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37.c</b> spell correctly</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2.c</b> Spell correctly.</p>
<ul style="list-style-type: none"> <li>Lesson 9.3 Avoiding Comparison Problems—pp. 229–230</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p><b>8LA.E.37.c</b> spell correctly</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE8L2.c</b> Spell correctly.</p>
<ul style="list-style-type: none"> <li>Lesson 9.4 Double Negatives—pp. 231–232</li> <li>Lesson 9.5 Misplaced and Dangling Modifiers—pp. 233–234</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 9.6 Using Prepositions and Prepositional Phrases—pp. 235–236</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 9.7 Using Conjunctions and Interjections—pp. 237–238</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p style="text-align: right;"><i>continued</i></p>

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## Part II: Grammar, Usage, and Mechanics

### Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

	<p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<p>• <b>Writer’s Workshop: Cause-Effect Essay—pp. 239–245</b> Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Brainstorm a Topic, Make a Statement, Writing Model, Collect Evidence (Cause-Effect Chart), Use a Variety of Details, Writing Hint • Drafting: Organize Your Ideas, Writing Model, Write a Complete Essay • Revising: Revising Questions, Writing Model, Include Text Evidence, Literary Model • Editing and Proofreading: Editing and Proofreading Checklist, Avoid Using Double Negatives, Writing Model • Publishing and Presenting • Reflect On Your Writing</p>	<p><b>8LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>8LA.C.21.a</b> 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</p> <p><b>8LA.C.21.b</b> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> <p><b>8LA.C.21.c</b> use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts</p> <p><b>8LA.C.21.g</b> provide a concluding statement or section that follows from and supports the information or explanation presented</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.24</b> develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE8W2.a</b> 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.</p> <p><b>ELAGSE8W2.b</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>ELAGSE8W2.c</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>ELAGSE8W2.f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W5</b> 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.)</p> <p style="text-align: right;"><i>continued</i></p>

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## Part II: Grammar, Usage, and Mechanics

### Chapter 9: Adjectives, Adverbs, and Other Parts of Speech.

	<p><b>8LA.C.25</b> 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</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.D.34</b> integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p> <p><b>8LA.D.35</b> adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p><b>ELAGSE8W6</b> Use technology, including the Internet, to produce and publish writing &amp; present the relationships between info and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8SL5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>ELAGSE8SL6</b> 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 for specific expectations.)</p>
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## Part II: Grammar, Usage, and Mechanics

### Chapter 10: Subject-Verb Agreement

<ul style="list-style-type: none"> <li>Lesson 10.1 Agreement of Subject and Verb—pp. 251–252</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 10.2 Compound Subjects—pp. 253–254</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking <i>continued</i></p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <i>continued</i></p>

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## Part II: Grammar, Usage, and Mechanics

### Chapter 10: Subject-Verb Agreement

	<p><b>8LA.E.38</b> use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<p><b>ELAGSE8L3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<ul style="list-style-type: none"> <li>Lesson 10.3 Indefinite Pronouns and Inverted Sentences—pp. 255–256</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 10.4 Special Nouns—pp. 257–258</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.D.30</b> engage effectively in a range of collaborative discussions (e.g., 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8SL1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<ul style="list-style-type: none"> <li>Lesson 10.5 Other Agreement Problems—pp. 259–260</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>

## Part II: Grammar, Usage, and Mechanics

### Chapter 10: Subject-Verb Agreement

<ul style="list-style-type: none"> <li>• <b>Writing Application: Review—pp. 261–264</b> Key Features • Assignment (Task, Purpose, Audience, Key Instructions) • What Will You Review? • State Your Opinion • Support Your Opinion • Organize Your Details • Check Your Essay • Writing Checklist • Writing Model</li> </ul>	<p><b>8LA.C.20</b> write arguments to support claims with clear reasons and relevant evidence</p> <p><b>8LA.C.20.a</b> introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically</p> <p><b>8LA.C.20.b</b> support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text</p> <p><b>8LA.C.20.c</b> use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p><b>8LA.C.20.d</b> establish and maintain a formal style</p> <p><b>8LA.C.20.e</b> provide a concluding statement or section that follows from and supports the argument presented</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>ELAGSE8W1.a</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>ELAGSE8W1.b</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>ELAGSE8W1.c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>ELAGSE8W1.d</b> Establish and maintain a formal style.</p> <p><b>ELAGSE8W1.e</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p>
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## Part II: Grammar, Usage, and Mechanics

### Chapter 11: Punctuation

<ul style="list-style-type: none"> <li>Lesson 11.1 End Marks and Abbreviations—pp. 269–270</li> </ul>	<p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 11.2 Commas I—pp. 271–272</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37.a</b> use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2.a</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>
<ul style="list-style-type: none"> <li>Lesson 11.3 Commas II—pp. 273–274</li> </ul>	<p><b>8LA.E.37.a</b> use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p>	<p><b>ELAGSE8L2.a</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>
<ul style="list-style-type: none"> <li>Lesson 11.4 Commas III—pp. 275–276</li> </ul>	<p><b>8LA.C.21</b> write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37.a</b> use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p>	<p><b>ELAGSE8W2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2.a</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>
<ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons and Colons—pp. 277–278</li> <li>Lesson 11.6 Quotation Marks and Italics—pp. 279–280</li> </ul>	<p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>

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## Part II: Grammar, Usage, and Mechanics

### Chapter 11: Punctuation

<ul style="list-style-type: none"> <li>Lesson 11.7 Punctuating Dialogue—pp. 281–282</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>8LA.E.37.a</b> use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE8L2.a</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>
<ul style="list-style-type: none"> <li>Lesson 11.8 Apostrophes—pp. 283–284</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation— pp. 285–286</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p><b>8LA.E.37.a</b> use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break</p> <p><b>8LA.E.37.b</b> use an ellipsis to indicate an omission</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p><b>ELAGSE8L2.a</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p><b>ELAGSE8L2.b</b> Use an ellipsis to indicate an omission.</p>



## Part II: Grammar, Usage, and Mechanics

### Chapter 11: Punctuation

• **Writer’s Workshop: Research Report—pp. 287–295**

Key Features • Assignment (Task, Audience, Purpose) • Prewriting: Choose a Topic, Topic Ideas, Write a Thesis Statement, Locate Sources, Take Notes, Source Checklist • Drafting: Avoid Plagiarism, Works Cited List, Organize Your Ideas, Writing Hint, Writing Model, Start Out Strongly, End with a Bang • Revising: Revising Questions • Editing and Proofreading: Editing and Proofreading Checklist, Use Quotation Marks Correctly, Writing Model • Publishing and Presenting • Reflect On Your Writing

**8LA.C.23**

produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

**8LA.C.24**

develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

**8LA.C.25**

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

**8LA.C.26**

conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

**8LA.C.27**

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

**8LA.C.28**

draw evidence from literary or informational texts to support analysis, reflection, and research

**8LA.C.29**

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

**8LA.D.35**

adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**ELAGSE8W4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELAGSE8W5**

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.)

**ELAGSE8W6**

Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.

**ELAGSE8W7**

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.

**ELAGSE8W8**

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.

**ELAGSE8W9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

**ELAGSE8W10**

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.

**ELAGSE8SL6**

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 for specific expectations.)

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## Part II: Grammar, Usage, and Mechanics

### Chapter 12: Capitalization and Spelling

<ul style="list-style-type: none"> <li>Lesson 12.1 Names and Titles of People—pp. 301–302</li> </ul>	<p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 12.2 Geographical Names—pp. 303–304</li> </ul>	<p><b>8LA.C.22.d</b> use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8W3.d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 12.3 Quotations, Organizations, and Titles—pp. 305–306</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 12.4 Other Capitalization Rules—pp. 307–308</li> </ul>	<p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p> <p style="text-align: right;"><i>continued</i></p>	<p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p> <p style="text-align: right;"><i>continued</i></p>

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## Part II: Grammar, Usage, and Mechanics

### Chapter 12: Capitalization and Spelling

	<p><b>8LA.E.37</b> demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p><b>ELAGSE8L2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
<ul style="list-style-type: none"> <li>Lesson 12.5 Spelling Rules—pp. 309–310</li> </ul>	<p><b>8LA.C.29</b> 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</p> <p><b>8LA.E.37.c</b> spell correctly</p>	<p><b>ELAGSE8W10</b> 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.</p> <p><b>ELAGSE8L2.c</b> Spell correctly.</p>
<ul style="list-style-type: none"> <li>Lesson 12.6 Adding Prefixes and Suffixes—pp. 311–312</li> <li>Lesson 12.7 Forming Plurals—pp. 313–314</li> </ul>	<p><b>8LA.E.37.c</b> spell correctly</p>	<p><b>ELAGSE8L2.c</b> Spell correctly.</p>
<ul style="list-style-type: none"> <li>Writing Application: Timed Essay—pp. 315–318 Key Features • Assignment (Task, Purpose, Audience, Key Instructions) • Understand the Prompt • Make a Plan • Support Your Claim • Write a Complete Essay • Writing Model • Check Your Essay • Writing Checklist • Writing Model</li> </ul>	<p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p>

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## Special Features

<ul style="list-style-type: none"> <li>Write What You Think—pp. 49, 99, 133, 152, 200, 216, 238, 258, 310</li> </ul>	<p><b>8LA.C.20</b> write arguments to support claims with clear reasons and relevant evidence</p> <p><b>8LA.C.23</b> produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>8LA.C.29</b> 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</p>	<p><b>ELAGSE8W1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>ELAGSE8W4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE8W10</b> 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.</p>
<ul style="list-style-type: none"> <li>Frequently Misspelled Words—pp. 260–261</li> </ul>	<p><b>8LA.E.37.c</b> spell correctly</p>	<p><b>ELAGSE8L2.c</b> Spell correctly.</p>
<ul style="list-style-type: none"> <li>Commonly Confused Words—pp. 262–264</li> </ul>	<p><b>8LA.E.36</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p>	<p><b>ELAGSE8L1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>