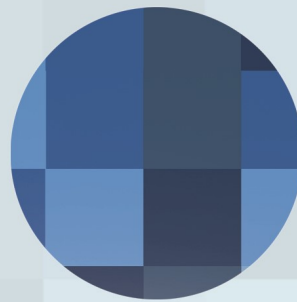
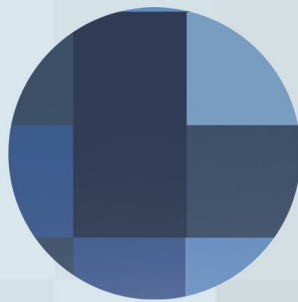
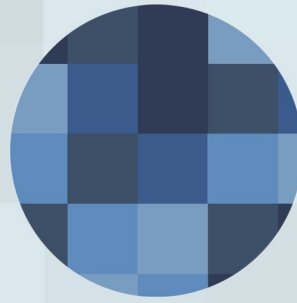
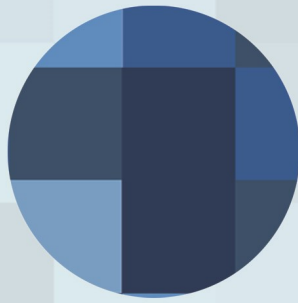
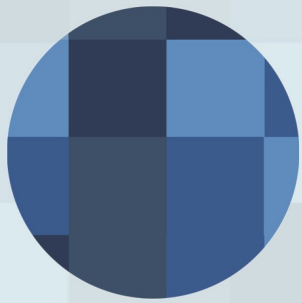


Teacher's Guide
Grade 8



Grammar, Mechanics, Spelling, and Vocabulary

Teaching the Language Strand

Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
1	Proper Nouns and Common Nouns	Periods in Latin Expressions	Consonant Doubling	Delete the “Here” and “There” Words	Multiple Meaning Words, Greek and Latin Morphemes, Puns
2	Personal Pronouns	Periods in Names, Abbreviations, and Acronyms	Consonant Doubling	Noun Sentence Openers	Word Relationships, Connotations, Academic Language
3	Subject (Nominative) Case Pronouns	Periods in Indirect Questions and Intentional Fragments	<i>i</i> before <i>e</i>	Delete the Unnecessary “It”	Multiple Meaning Words, Greek and Latin Morphemes, Puns
4	Object Case Pronouns	Periods in Decimal Outlines	<i>i</i> before <i>e</i>	Pronoun Sentence Openers	Word Relationships, Connotations, Academic Language
5	Possessive Case Pronouns	Semicolons with Conjunctions	Plurals	Delete Circumlocutions	Multiple Meaning Words, Greek and Latin Morphemes, Idioms
6	Adjectives	Apostrophes for Singular Possessive Nouns	Plurals	Adjective Sentence Openers	Word Relationships, Connotations, Academic Language
7	Verbs *Subject-Verb Agreement	Apostrophes for Plural Possessive Nouns	Drop/Keep Final <i>e</i>	Substitute Adjectives for Adjectival Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Similes
8	Adverbs	Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects	Drop/Keep Final <i>e</i>	Verb before the Subject Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
9	Coordinating Conjunctions	Apostrophes in Contractions	Change/Keep y	Change “to be” to Active Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Similes
10	Correlative Conjunctions	Commas for Geographical Places	Change/Keep y	Adverb Sentence Openers	Word Relationships, Connotations, Academic Language
11	Subordinating Conjunctions	Commas for Dates	/ion/	Parallel Coordinating Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
12	*Prepositional Phrases	Commas for Letters	/ion/	Prepositional Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
13	Subjects and Predicates	Commas in Addresses	“ary,” “ery,” “ory,” “ury,” “ry”	Parallel Correlative Conjunctions	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
14	Direct and Indirect Objects	Commas for Names	“ary,” “ery,” “ory,” “ury,” “ry”	Complete Subject Sentence Openers	Word Relationships, Connotations, Academic Language
15	Phrases and Clauses	Commas between Adjectives	“able”	Delete Paired Redundancies	Multiple Meaning Words, Greek and Latin Morphemes, Metaphors
16	*Complete Sentences, Fragments, and Run-ons	Commas for Tag Questions	“able”	Direct Object Sentence Openers	Word Relationships, Connotations, Academic Language

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Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
17	Simple, Compound, Complex, and Compound-complex Sentences	Commas for Direct Speech	“ible”	Compound Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Imagery
18	Types of Sentences	Commas in a Series	“ible”	Compound Subject Sentence Openers	Word Relationships, Connotations, Academic Language
19	*Noun Phrases	Commas after Introductory Words and Phrases	“ant,” “ance,” “ancy”	Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
20	*Noun Clauses	Commas after Introductory Clauses	“ant,” “ance,” “ancy”	Noun Clause Sentence Openers	Word Relationships, Connotations, Academic Language
21	Gerunds	Commas and Quotation Marks with Speaker Tags	“ent,” “ence,” “ency”	Compound-Complex Sentences	Multiple Meaning Words, Greek and Latin Morphemes, Adages
22	Gerund Phrases	Commas before Conjunctions in Compound Sentences	“ent,” “ence,” “ency”	Gerund Sentence Openers	Word Relationships, Connotations, Academic Language
23	Reflexive, Intensive, and Reciprocal Pronouns	Commas in Complex Sentences	“est,” “ist,” and “iest”	Change Clauses to Phrases	Multiple Meaning Words, Greek and Latin Morphemes, Alliteration
24	Indefinite Pronouns	Commas with Parenthetical Expressions	“est,” “ist,” and “iest”	Gerund Phrase Sentence Openers	Word Relationships, Connotations, Academic Language

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CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
25	*Pronoun Antecedents	Commas with Coordinate Adjectives	“ice,” “ise,” “ize,” “yze”	Change Complex Words to Simple Words	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
26	*Pronoun Number and Person Shifts	Commas with Hierarchical Adjectives	“ice,” “ise,” “ize,” “yze”	Nominative Absolute Sentence Openers	Word Relationships, Connotations, Academic Language
27	Demonstrative Pronouns and *Vague Pronoun References	Commas with Appositives	“us” and “ous”	Parallel Items in a List	Multiple Meaning Words, Greek and Latin Morphemes, Proverbs
28	Nonrestrictive *Adjective Clauses and Relative Pronouns	Punctuation in Restrictive Clauses	“us” and “ous”	Adjectival Clause Sentence Openers	Word Relationships, Connotations, Academic Language
29	Restrictive *Adjective Clauses and Relative Pronouns	Punctuation with Relative Pronouns	“qu”	Parallel Structures	Multiple Meaning Words, Greek and Latin Morphemes, Onomatopoeia
30	Predicate Adjectives and *Adjectival Phrases	Dialogue and Direct Quotations	“qu”	Adjectival Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
31	Past Participles	Punctuation of Direct Quotations	Accent Shift	Words between Helping Verbs and Base Forms of the Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Personification
32	Past Participial Phrases	Ellipses	Accent Shift	Past Participle Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
33	Present Participles	Quotations within Quotations	Masculine and Feminine	Eliminate Dangling Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Personification
34	Present Participial Phrases	Punctuation of Non-standard Usage Quotations	Masculine and Feminine	Past Participial Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
35	Comparative Modifiers	In-text Citations and Indirect Quotations	“al,” “ial,” “cial,” “tial”	Eliminate Squinting Modifiers	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
36	Superlative Modifiers	MLA Works Cited Page	“al,” “ial,” “cial,” “tial”	Present Participle Sentence Openers	Word Relationships, Connotations, Academic Language
37	*Misplaced Modifiers	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	Diminutives	Change Nominalizations to Verbs	Multiple Meaning Words, Greek and Latin Morphemes, Colloquial-isms
38	*Dangling Modifiers	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	Diminutives	Present Participial Phrase Sentence Openers	Word Relationships, Connotations, Academic Language
39	*Squinting Modifiers	Quotation Marks: Song, Poem, and Book Chapter Titles	<i>a</i> and <i>e</i> Banal	Rearrange in Chronological Order	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
40	*Verb Phrases	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	<i>a</i> and <i>e</i> Banal	Transition Word Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
41	*Shifts in Verb Tense	Quotation Marks: Short Story and Document Titles	“ly” and “ally”	Delete Restatements	Multiple Meaning Words, Greek and Latin Morphemes, Allusions
42	Progressive Verb Forms	Capitalization of Named People, Places, Things, and Products	“ly” and “ally”	Progressive Verb Sentence Openers	Word Relationships, Connotations, Academic Language
43	Perfect Verb Forms	Capitalization of Titles	Pronunciation Problems	Delete Redundant Categories	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
44	Infinitives	Capitalization of Holidays and Dates	Pronunciation Problems	Perfect Participle Sentence Openers	Word Relationships, Connotations, Academic Language
45	Indicative Mood	Capitalization of Special Events and Historical Periods	Schwa	Parallel Noun Constructions	Multiple Meaning Words, Greek and Latin Morphemes, Consonance
46	Imperative Mood	Capitalization of Organizations and Businesses	Schwa	Infinitive Sentence Openers	Word Relationships, Connotations, Academic Language
47	Interrogative Mood	Capitalization of Languages, Dialects, and People Groups	Greek and Latin Prefixes	Combine Short, Choppy Sentences Using Coordination	Multiple Meaning Words, Greek and Latin Morphemes, Assonance
48	Conditional Mood	Question Marks	British-American Variations	Infinitive Phrase Sentence Openers	Word Relationships, Connotations, Academic Language

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Eighth Grade Instructional Scope and Sequence

Lesson Focus	Grammar and Usage	Mechanics	Spelling	Reading, Writing, Listening and Speaking	Vocabulary Acquisition and Use
CCSS	Conventions of Standard English Language 1.0	Conventions of Standard English Language 1.0	Conventions of Standard English Language 2.0	Conventions of Standard English Language 3.0	Conventions of Standard English Language 4.0, 5.0, 6.0
49	Subjunctive Mood	Exclamation Points	British-American Variations	Change Imprecise Words to Precise Words	Multiple Meaning Words, Greek and Latin Morphemes, Assonance
50	Verb Voice and Mood Shifts	Colons to Introduce Long Direct Quotations	British-American Variations	Continuous Infinitive Sentence Openers	Word Relationships, Connotations, Academic Language
51	Subordinating Conjunctions and *Adverbial Clauses	Parentheses	British-American Variations	Change Passive to Active Voice	Multiple Meaning Words, Greek and Latin Morphemes, Verbal Irony
52	Relative Adverbs and *Adverbial Clauses	Dashes	British-American Variations	Relative Adverb Clause Sentence Openers	Word Relationships, Connotations, Academic Language
53	Adverb Order	Brackets	British-American Variations	Combine Choppy Sentences Using Relative Clauses	Multiple Meaning Words, Greek and Latin Morphemes, Situational Irony
54	*Non-standard English Deletions	Hyphens	British-American Variations	Adverbial Clause Sentence Openers	Word Relationships, Connotations, Academic Language
55	*Non-standard English Additions	Slashes	British-American Variations	Change Adjectives Preceding Nouns to Appositives	Multiple Meaning Words, Greek and Latin Morphemes, Dramatic Irony
56	*Non-standard English Substitutions	Numbers	British-American Variations	Adverbial Clause Sentence Openers	Word Relationships, Connotations, Academic Language

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Language Conventions #34

Mechanics Lesson

“Today we are studying how to punctuate **direct quotations** which include incorrect or **non-standard spelling, word usage, mechanics, and grammar**. Remember that direct quotations must include the exact language used by the author or source, even the mistakes. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any spelling or grammar mistakes.

Examples: “It seemed sily [sic], but that’s how she orientated [sic] her thinking. Sad! [sic] She been feeling [sic] that way for a long time.”

“Now read the practice sentence in your workbook. Apply the mechanics rules to circle or highlight what is right. Then cross out and revise what is wrong. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Mechanics Practice Answers: “It’s simply a mistake [sic] to suggest that, [sic] the politician couldn’t of [sic] known that the landowner have [sic] bribed the official,” the woman said.

Grammar and Usage Lesson

“Today we are studying **present participial phrases**. Remember that present participles indicate a continuous action or condition and can serve as verb forms or adjectives. Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

A present participial phrase adds an “__ing” onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and adds on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense. **Example:** Melinda was running on the beach. A present participial phrase can also function as an adjective with or without a linking verb. **Example:** Running on the beach, Melinda found a beached whale.

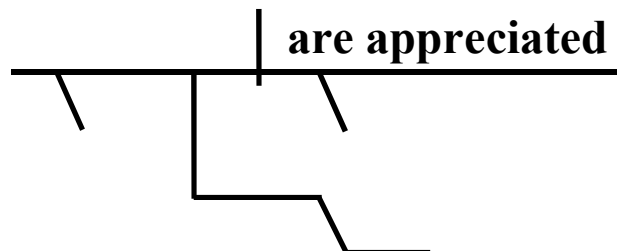
“Now read the practice sentence in your workbook. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

Grammar and Usage Practice Answers: Swimming like a fish, the three-year-old enjoyed the water. Observing her progress, her parents were quite proud.

Language Conventions #34

Sentence Diagram Lesson and Corrections

“Now read the directions for the Sentence Diagram in your workbook. ‘Participial endings are placed under the base forms of verbs. Complete the sentence diagram: “Her helping hands are always appreciated.”’ [Allow time.]



“Compare your diagram to that on the display. Use a different color pen or pencil to place a check mark ✓ above each correctly placed answer and revise any errors.”

Mentor Text Lesson

“This mentor text, written by Sir Francis Bacon (the British scientist and philosopher), uses present participial phrases to describe the man. Let’s read it carefully: ‘In taking revenge, a man is but even with his enemy; but in passing it over, he is superior.’ Which exceptional writing features can you identify?”

Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with a present participial phrase on the Writing Application section of your workbook. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

Dictations and Corrections

“Apply the mechanics rules to write this Sentence Dictation direct quotation correctly in your workbook: ‘The Senator said, “The man have [sic] many plans, but he wouldn’t of [sic] expected what actually took place.”’

“Apply the grammar and usage lesson to write this Sentence Dictation, beginning with a present participial phrase: ‘Walked to town, the friends will be hoping to find some sales at the department store.’”

“Now compare your sentences to the dictations on the display. Use a different color pen or pencil to place a check mark ✓ above correct answers or revisions. Correct errors with editing marks.”

Language Conventions #34

Mechanics

Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any spelling or grammar mistakes.

Examples: “It seemed sily [sic], but that’s how she orientated [sic] her thinking. Sad! [sic] She been feeling [sic] that way for a long time.”

Practice: “It’s simply a mistake to suggest that, the politician couldn’t of [sic] known that the landowner have [sic] bribed the official,” the woman said.

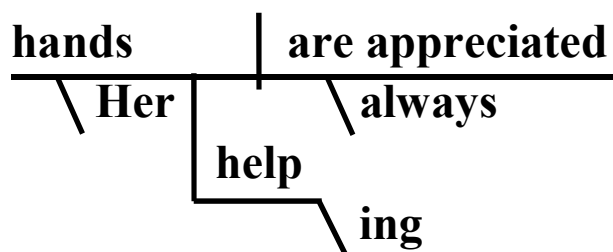
Grammar and Usage

A present participial phrase adds an “__ing” onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and adds on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense. **Example:** Melinda was running on the beach. A present participial phrase can also function as an adjective with or without a linking verb. **Example:** Running on the beach, Melinda found a beached whale.

Practice: Swimming like a fish, the three-year-old enjoyed the water. Observed her progress, her parents were quite proud.

Language Conventions #34

Sentence Diagram Answers



Mentor Text

“In taking revenge, a man is but even with his enemy; but in passing it over, he is superior.”

Sir Francis Bacon (1561–1626)

Writing Application Lesson

Mechanics Dictation

The Senator said, “The man have [sic] many plans, but he wouldn’t of [sic] expected what actually took place.”

Grammar and Usage Dictation

Walking to town, the friends will be hoping to find some sales at the department store.

Language Conventions Worksheet #34

Mechanics

Direct quotations which include incorrect or non-standard spelling, word usage, mechanics, and grammar must include the bracketed *sic* [sic] after any spelling or grammar mistakes.

Examples: “It seemed sily [sic], but that’s how she orientated [sic] her thinking. Sad! [sic] She been feeling [sic] that way for a long time.”

Practice: “It’s simply a mistake to suggest that, the politician couldn’t of [sic] known that the landowner have [sic] bribed the official,” the woman said.

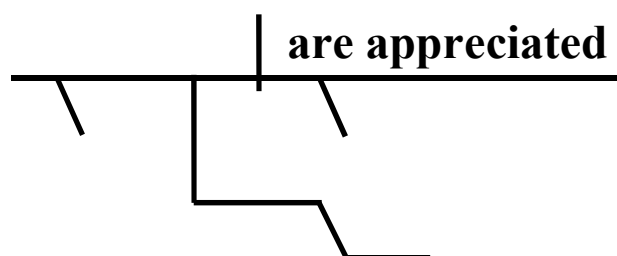
Grammar and Usage

A present participial phrase adds an “__ing” onto the base form of a verb to indicate a continuous action or condition. A present participial phrase is preceded by a linking verb when used as a verb form and adds on related words to form the phrase. The linking verbs: *is, am, are, was, were, be, being, been* indicate past, present, or future tense. **Example:** Melinda was running on the beach. A present participial phrase can also function as an adjective with or without a linking verb. **Example:** Running on the beach, Melinda found a beached whale.

Practice: Swimming like a fish, the three-year-old enjoyed the water. Observed her progress, her parents were quite proud.

Sentence Diagram

Participial endings are placed under the base forms of verbs. Complete the sentence diagram: “Her helping hands are always appreciated.”



Writing Application

Mechanics Dictation

Grammar and Usage Dictation

Spelling Patterns Test #28

British Spellings

1. counsellor
2. judgement
3. leapt
4. dialogue
5. jeweller
6. anaesthetic
7. catalogue
8. argument
9. dreamt
10. modelling
11. burnt
12. ageing
13. orthopaedic
14. encyclopaedia
15. swingeing
16. analogue
17. learnt
18. mediaeval
19. equalling
20. monologue

Spelling Sort Answers #28

British Spellings

Directions: Circle the bolded spelling patterns in the words you sorted correctly.

SPELLING WORDS

1. counsellor
2. judgement
3. leapt
4. dialogue
5. jeweller
6. anaesthetic
7. catalogue
8. argument
9. dreampt
10. modelling
11. burnt
12. ageing
13. orthopaedic
14. encyclopaedia
15. swingeing
16. analogue
17. learnt
18. mediaeval
19. equalling
20. monologue

Doesn't Drop the
Final *e* Like Some
American Spellings

judgement
argument
ageing
swingeing

Uses *_ogue*, not *_og*

dialogue
catalogue
analogue
monologue

Uses *_t* or *_pt*,
not *_ed*

leapt
dreampt
burnt
learnt

Keeps Consonant
Doubling with
Accent on 1st Syllable

counsellor
jeweller
modelling
equalling

Keeps *a* before *e*

anaesthetic
orthopaedic
encyclopaedia
mediaeval

Spelling Worksheet #28 British Spellings

Spelling Rule

British English differs from American English spellings in a number of ways.

Spelling Sort

Sort each of the spelling words into the group that best matches the British spelling pattern.

SPELLING WORDS

1. counsellor
2. judgement
3. leapt
4. dialogue
5. jeweller
6. anaesthetic
7. catalogue
8. arguement
9. dreampt
10. modelling
11. burnt
12. ageing
13. orthopaedic
14. encyclopaedia
15. swingeing
16. analogue
17. learnt
18. mediaeval
19. equalling
20. monologue

Doesn't Drop the Final *e*
Like Some American
Spellings

Keeps Consonant
Doubling with Accent
on First Syllable

Uses *_ogue*, not *_og*

Keeps *a* before *e*

Uses *_t*, not *_ed*

SPELLING TIPS

**Why so many long
vowel spellings?**

**In the 1500s English
changed its long
vowel sounds and
spellings.**

Language Application #44

Lesson Focus

Our language application task is to start a sentence with a **perfect participle**. A **perfect participle** at the beginning of a sentence combines Having + the base form of a verb + a an “__ed,” “__d,” “__t,” or “__en” ending to indicate an action or a state of being happening or existing before the present.

When used to open a sentence, the past perfect participial phrase serves as an adjective. Place a comma after a perfect participle sentence opener, if a noun or pronoun immediately follows.

Examples

- *With a prepositional phrase*

Having listened to his dad, the son came home.

- *With an object*

Having witnessed the crime, I called the police.

- *With an adverb*

Having just finished, Matt felt unprepared.

Revise this sentence by using a past perfect participle sentence opener:

I had just read the book and knew the ending.

Language Application Revision

Having just read the book, I knew the ending.

Language Application Worksheet #44

Perfect Participle Sentence Openers

Lesson Focus

Our language application task is to start a sentence with a **perfect participle**. A **perfect participle** at the beginning of a sentence combines Having + the base form of a verb + a an “_ed,” “_d,” “_t,” or “_en” ending to indicate an action or a state of being happening or existing before the present.

When used to open a sentence, the past perfect participial phrase serves as an adjective. Place a comma after a perfect participle sentence opener, if a noun or pronoun immediately follows.

Key Idea(s)

Examples

- *With a prepositional phrase*
Having listened to his dad, the son came home.
- *With an object*
Having witnessed the crime, I called the police.
- *With an adverb*
Having just finished, Matt felt unprepared.

Revise this sentence by using a past perfect participle sentence opener:

I had just read the book and knew the ending.

Language Application Revision

Vocabulary Worksheet #51

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words Definitions

court (n)	1. The place and people involved in a legal case.
court (v)	2. To romance.

He met his future sweetheart, Jenny, in traffic court _____. Because he was very traditional, he asked permission of Jenny's father to court _____ her.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	proto		first	_____
	typ(e)		model	_____

prototype _____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

prototype () _____

Directions: Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym _____ Synonym _____

Dramatic Irony (the reader knows something the character does not)

Directions: Identify and explain the dramatic irony in this scene from *Oedipus Rex*. Oedipus warns Creon that no one who sins against a relative will escape the wrath of the gods, when Oedipus himself has unknowingly killed his own father.

Vocabulary Worksheet #52

Word Relationships: Tool to Worker

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
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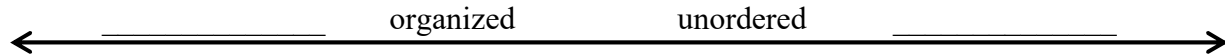
barometer (n)	A weather instrument measuring changes in air pressure.
meteorologist (n)	A scientist who studies the weather.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum. →

Vocabulary Words	Definitions
------------------	-------------

chaotic (adj)	Completely unorganized or out of control.
systematized (adj)	Organized according to carefully standardized procedures.



Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: welfare (n) Definition: Happiness, health, and financial success.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: abstract (adj) Definition: A general idea with few details.	Similar to...
Different than...	Example, Characteristics, or Picture:

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___ 34. He is the _____ student in his class.
 A. most intelligent B. more intelligent C. intelligentest
 D. more intelligent E. intelligenter
- ___ 35. Dennis _____ ready and he _____ prepared well.
 A. seem; has B. seems; have C. seems; has
 D. seems; was E. seem; is
- ___ 36. She _____ passed the test, but she didn't study.
 A. did have B. could have C. should of
 D. did might E. would of
- ___ 37. She _____ hard for the test last night.
 A. studied B. did studied C. study
 D. had studying E. have studied
- ___ 38. She _____ hard for the test last night when she fell asleep.
 A. studied B. was studied C. was studying
 D. studying E. have studied
- ___ 39. She _____ for two hours when I called.
 A. will have been studying B. will study C. study
 D. had studied E. studied
- ___ 40. She always _____ hard for tests.
 A. study B. will studied C. studies
 D. are studied E. will be studied
- ___ 41. Today she _____ hard for the test
 A. will have been studying B. had studied C. study
 D. is studied E. is studying
- ___ 42. This whole morning she _____ hard for the test
 A. will have studied B. has studied C. had studied
 D. is studied E. have studying
- ___ 43. We _____ more later this afternoon.
 A. will have been studying B. will study C. study
 D. are studied E. have studied
- ___ 44. She _____ for the test the whole night.
 A. will have studying B. will be studying C. have studied
 D. are studied E. have studying
- ___ 45. By the time the clock strikes three, we _____ for four long hours.
 A. have studied B. will study C. study
 D. are studied E. will have studied

Diagnostic Mechanics Assessment Answers

Directions: Each problem has the numbered diagnostic items in enlarged **boldface**. If the student misses an item, mark a / in the same number column on the TLS Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- 55 46 69 (needs both) 70
1. a friend named **J**ohn said, “I am glad I don’t need any help on my homework”
- 47 (needs both) 56 (needs both) 71 62
2. that new student, paula, is from **S**outh **A**frica; she told me she had never seen the star wars movie in that country
- 48 (needs both) 63
3. she saw pictures of the costumes, robots, and ship models in the newsweek article
72 (needs both) 57 (needs both)
(the one that featured **S**pace **C**amp)
- 49 64 (needs both) 73 58
4. yes, you should listen to that song called “the one monster’s howl” before **H**alloween
- 74 50 65
5. bring both girls’ best dresses to atlanta, georgia to see the play titled fiddler on the roof
- 51 75 66 (needs both sets) 59 (needs both)
6. joe, please read these chapters: “knots” and “cooking” to prepare for the **B**oy **S**couts meeting tonight
- 76 52 67 (needs both)
7. mr. wong put on his glasses, and then he read the magazine article titled “my dog spoke
60
English”
- 53 (needs both greeting and closing)
8. dear mary, 77 68 (needs both)
- what a complete surprise! no one had read the short story titled “yankees and
54 (no commas with whole messy story; needs both commas)
61 (needs both) with sad, depressing,)
rebels” about the **C**ivil **W**ar the whole messy story was sad, depressing, and true
yours truly,
amy

Grammar, Usage, and Mechanics Worksheet #22

FOCUS Object Case Pronouns

Pronouns are in the **object case** when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. These are the object case pronouns:

Singular—*me, you, him, her, it* Plural—*us, you, them*

CONNECT TO WRITING

Pronouns take the object case in three grammatical forms:

- If the pronoun is the direct object. The direct object receives the action of the verb.
Example: The challenge excited *him*.
- If the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.
Example: Robert gave *him* a king-size candy bar.
- If the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common noun, or a pronoun and its object. The preposition asks “What?” and the object provides the answer.
Example: The fly buzzed around *her* and past *them* by *me*.
- If the pronoun connects to an infinitive. An infinitive has a *to* + the base form of a verb.
Example: I want *him* to give the speech.

To test whether the pronoun is in the object case, try these tricks:

- Rephrase to check if the pronoun sounds right.
Example: Joe smiled at all of *them*. Rephrase—At all of *them* Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.
Example: She gave Kathy and *me* a gift. Drop and check—She gave *me* a gift.

PRACTICE

Identify which grammatical form the objective case pronouns take in the following sentences. Fill in the blanks with a DO for a direct object, an IO for an indirect object, an OP for an object of the preposition, or an I for a pronoun connected to an infinitive.

He told them ____ after him _____. He had wanted to tell us ____ first, but when came to see me _____, I said that he should tell him ____ the news before me _____. He had not given it ____ much thought.

WRITE

Compose your own sentence with two types of object case pronouns.

Grammar, Usage, and Mechanics Worksheet #74

FOCUS Apostrophes (Plural Possessives)

Use **apostrophes** for plural possessives.

CONNECT TO WRITING

For most plural possessive nouns (a noun showing ownership), place the comma after the *s*.

Example: boys' cups

Some plural possessives place the apostrophe before the *s*, if the plural is spelled differently than the singular.

Examples:	Singular	Singular Possessive	Plural	Plural Possessive
	woman	woman's	women	women's
	child	child's	children	children's

PRACTICE

Place apostrophes in the proper places for plural possessives in the following sentences.

1. Will the Firemens Ball be held on the same weekend as last year?
2. The Smiths house is perfect for our graduation party.
3. Will the puppies food change over the next month?
4. I think that the womens group meets every other Tuesday at the clubhouse.
5. The Childrens Crusade was led by Nicholas in response to a dream.
6. Let's watch the girls basketball game before we go miniature golfing.
7. Have the boys asked to borrow their parents cars for the night?
8. The county restaurants plans to offer any left-over food to the homeless were ambitious.
9. There is no doubt that workers rights to health have not been fulfilled.
10. That Thompsons front yard needs some major clean-up, if you ask me.

WRITE

Compose your own sentence with a plural possessive.

Diagnostic Spelling Assessment

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	
45.	brewing	The coffee is always brewing at her house.	brewing	Long /oo/
46.	looked	He looked older than he really was.	looked	
47.	butcher	The local butcher was very skilled.	butcher	Short /oo/
48.	crowded	This school is very crowded.	crowded	
49.	counting	She began counting on her fingers.	counting	/ow/ (cow)
50.	poisoned	The chemical poisoned the water.	poisoned	
51.	destroy	He had to destroy the work of art.	destroy	/oi/
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	
55.	falling	The child kept falling down the stairs.	falling	/aw/
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	
60.	boring	The television show was very boring.	boring	r-controlled
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	
63.	agony	His face showed the agony of defeat.	agony	Hard/Soft
64.	strangely	Her cousin behaved very strangely.	strangely	c and g
65.	spicy	The Mexican food was spicy.	spicy	
66.	identify	No one could identify the stranger.	identify	Soft y
67.	forgetting	I keep forgetting where I placed my glasses.	forgetting	Consonant
68.	commitment	The coach questioned his commitment.	commitment	Doubling
69.	dodgeball	The children could not play dodgeball.	dodgeball	
70.	advantage	We had the advantage of playing at home.	advantage	/j/
71.	believe	I will believe it when I see it.	believe	
72.	receive	Did you receive the letter?	receive	“ie”/“ei”
73.	radios	We listened to our radios.	radios	
74.	bushes	They found the child hiding in the bushes.	bushes	
75.	ladies	The ladies softball team won their game.	ladies	
76.	bookshelves	They dusted the bookshelves.	bookshelves	
77.	women	The women volunteered for the carnival.	women	Plurals
78.	guide	Her family trains guide dogs for the blind.	guide	
79.	designed	Her mom designed the new school sign.	designed	Silent Letters
80.	skating	I had my birthday party at the skating rink.	skating	Drop/Keep
81.	wisely	She wisely asked the teacher for help.	wisely	Final e
82.	catcher	The catcher tagged the runner out.	catcher	
83.	touchdown	Our players scored the winning touchdown.	touchdown	/ch/
84.	gigantic	The gigantic boulder blocked the road.	gigantic	
85.	sunken	The pirates searched for sunken treasure.	sunken	/k/

Spelling Pattern Worksheet #100

“ible”

FOCUS Spell “ible” as a suffix (and not “able”) if the root before the suffix has a soft /c/ or /g/ sound (reducible, eligible). Also spell “ible” after an incomplete root (visible) and after a root ending in “ss” (permissible).

SORT Write each word in the correct column.

taxable	reliable	illegible	quotable	despicable	audible
singable	questionable	possible	edible	invincible	collapsible

“ible” Spellings

“able” Spellings

SEARCH In a book find four words with “ible” spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____ p. ____	_____ p. ____
_____ p. ____	_____ p. ____

JUMBLE Write the word with the “ible” spelling found in each jumbled word.

lrrbieho	_____	ssnbilee	_____
lbleieig	_____	eudrlbiec*	_____

*Bonus

WRITE Compose a sentence using two of your own “ible” spelling words.

Language Worksheet #7

FOCUS Complex Sentences

A complex sentence has an independent clause and at least one dependent clause. An independent clause has a noun and a verb that tells a complete thought. A dependent clause has a noun and a verb that does not tell a complete thought. A dependent clause is also called a *subordinate clause* and always begins with a subordinating conjunction such as *before*.

Example: Ty completed all his chores (independent clause) + before he ate his lunch (dependent clause) = Ty completed all his chores before he ate his lunch.

CONNECT TO WRITING

Using different sentence structures makes your writing more interesting to read. Complex sentences can help define or explain the relationship between complicated ideas. If starting a sentence with a dependent clause, follow the clause with a comma. Use this memory trick to remember the subordinating conjunctions:

Bud is wise, but hot! AAA WWW

before, unless, despite (in spite of), in order that, so, while, if, since, even though (if), because, until, that, how, once, than, after, although (though), as (as if, as long as, as though), whether, when (whenever), where (wherever)

PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below. Choose a subordinating conjunction from the list above to begin a dependent clause in each sentence.

Kenny will be able to go outside to play he practices his trombone

the Kings won the first round of the play-offs the team advances to the second round

WRITE

Write your own complex sentence.

Word Making and Word Jumbles Spelling Pattern Words

Sound-Spellings

Unscrambled Words

Word Jumbles

Consonant Doubling

committee
disappoint
beginning
Mississippi

moctmetei
aioitnpsdp
nnngiibge
ppssssiim

/j/ Sound

“_dge”
“_ge”
“j_”
“ge_”
“gi_”
“gy”

badges
bandage
jackrabbit
generally
gigantic
tragedy

gsadeb
egndaba
abtibkacjr
leryaleng
tnciagig
gretayd

i before *e*

“ie”
“cei”
“ei” with /ā/

earpiece
receiving
neighbors

ceiprae
vgineicer
osbhrieng

Hard /c/ and Soft /c/

“ca”
“co”
“cu”
“ce”
“ci”
“cy”

catastrophe
cooperate
currently
recently
cinnamon
bicycles

rsatacohept
epeartoco
tnylrurce
eecrtlyn
mnonanic
cclyseib

Hard /g/ and Soft /g/

“ga”
“go”
“gu”
“ge”
“gi”
“gy”

gasoline
government
guarantee
gesturing
gigantic
astrology

sagonlei
ovgnremtne
aranugtne
egtsrunig
ggintei
arsotlgyo

Suffix Syllable Division

- | | | |
|-----------------|-----------------|--------------|
| 1. disable | 2. terrific | 3. envelope |
| 4. automobile | 5. expensive | 6. marrying |
| 7. eventful | 8. tentative | 9. basement |
| 10. immunity | 11. competitive | 12. reviewer |
| 13. rarity | 14. pedestrians | 15. onion |
| 16. adventurous | 17. researches | 18. nation |
| 19. courteous | 20. targeted | 21. creation |
| 22. cautious | 23. family | 24. ambition |
| 25. relational | 26. careless | 27. profess |

Suffix Syllable Rule: *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes.

Example: care ful ly

Suffix Syllable Division Worksheet

Directions: Print the Suffix Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

Suffix Syllable Rule: *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes. **Example:** care ful ly

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | 9. _____ |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |

Suffix Syllable Division Answers

- | | | |
|--------------------|--------------------|----------------|
| 1. dis/a/ble | 2. ter/rif/ic | 3. en/ve/lope |
| 4. au/to/mo/bile | 5. ex/pen/sive | 6. mar/ry/ing |
| 7. e/vent/ful | 8. ten/ta/tive | 9. base/ment |
| 10. im/mun/i/ty | 11. com/pet/i/tive | 12. re/view/er |
| 13. rar/i/ty | 14. pe/des/tri/ans | 15. on/ion |
| 16. ad/ven/tur/ous | 17. re/search/es | 18. na/tion |
| 19. cour/te/ous | 20. tar/get/ed | 21. cre/a/tion |
| 22. cau/tious | 23. fam/i/ly | 24. am/bi/tion |
| 25. re/la/tion/al | 26. care/less | 27. pro/fess |

Suffix Syllable Rule: *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes.

Example: care ful ly

Derivatives Worksheet

Directions: Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

Assigned Word	Derivative	
_____	_____ ()	Part of Speech / Sentence

Base Word		
_____ ()	Base Word Definition:	_____

	Derivative	
	_____ ()	Part of Speech / Sentence

Assigned Word	Derivative	
_____	_____ ()	Part of Speech / Sentence

Base Word		
_____ ()	Base Word Definition:	_____

	Derivative	
	_____ ()	Part of Speech / Sentence

Context Clues Strategies

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

Finish the sentence.

See how the word fits into the whole sentence.

Pronounce the word out loud.

Sometimes hearing the word will give you a clue to meaning.

Syllables—Examine each word part.

Word parts can be helpful clues to meaning.

Before—Read the sentence before the unknown word.

The sentence before can hint at what the word means.

After—Read the sentence after the unknown word.

The sentence after can define, explain, or provide an example of the word.

Grammar—Determine the part of speech.

Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

Often a sentence will have two clauses with one clause listing the word and the other clause defining it.

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looey**, not a right turn.

Logic—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.

Context Clues Worksheet

Directions: After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

Take Me out to the Moffto

“Get your ice-cold **youngol!**” _____ soda _____ Example _____ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** _____ where the players watch the game.

The **hozejoy**, _____ not the visiting team was favored to win the series. With the fastest **munzer** _____ in the league on the mound, the Tigers liked their chances.

The first **rockham** _____ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** _____ because we had the baby with us.

Context Clues Worksheet Answers

Correction Note: Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

SALE Context Clues

Synonym—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

Antonym—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning.

Logic—Sometimes an unknown word is explained by the use of other words.

Example—Sometimes an unknown word is defined by example words or is used as part of list of similar examples.

Take Me out to the Moffto

“Get your ice-cold **youngol!**” _____ soda _____ Example _____ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong _____ stadium _____ Logic _____ for the final game of the play-offs. I was amazed to see how well-kept the **goper** _____ field _____ Example _____ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** _____ dugout _____, _____ Synonym _____ where the players watch the game.

The **hozejoy**, _____ visitors _____, _____ Antonym _____ not the home team was favored to win the series. With the fastest **munzer** _____ pitcher _____ Example _____ in the league on the mound, the Tigers liked their chances.

The first **rockham** _____ batter _____ Logic _____ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** _____ innings _____ Example _____ because we had the baby with us.

Common Core Language Strand Grade 8 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Conventions of Standard English	Grammar and Usage Standards
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	LC/SW 21, 22, 31–39, 44 LA/SW 22, 24, 32, 34, 36, 38, 44, 46, 48, 50 GUM 26
b. Form and use verbs in the active and passive voice.	LC/SW 50 LA/SW 51 GUM 40
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	LC/SW 45–50 GUM 39
d. Recognize and correct inappropriate shifts in verb voice and mood.	LC/SW 45–50
Conventions of Standard English	Mechanics and Spelling Standards
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	LC/SW 10–32, 52 GUM 41–48, 66
b. Use an ellipsis to indicate an omission.	LC/SW 32, 52
c. Spell correctly.	LC/SW 1–64 SP/SW 1–32 SPW 1–72
Knowledge of Language	Knowledge of Language Standards
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	LC/SW 45–51 LA/SW 51, 54, 56 GUM 40

LC = Language Conventions; LA = Language Application; SP = Spelling Patterns; LW = Language Worksheets;
GUM = Grammar, Usage, and Mechanics Worksheets; SPW = Spelling Pattern Worksheets;
AA = Appendix A; AB = Appendix B; AC = Appendix C; AD = Appendix D;
SW = Student Workbook; VW = Vocabulary Worksheets

Common Core Language Strand Grade 8 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand	Standards
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use Standards
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	VW Even and Odd
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	VW Odd
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	VW Odd
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	VW Odd
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	VW Odd
b. Use the relationship between particular words to better understand each of the words.	VW Even
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).	VW Even
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	VW Even

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Common Core Language Strand Grade 8 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand *Language Progressive Skills	Grammar and Usage Standards	Mechanics Standards	Knowledge of Use Standards	Vocabulary Acquisition and Use Standards
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	LC/SW 7, 13, 25, 26 GUM 9–12, 21–23, 25–28		LW	
L.3.3a. Choose words and phrases for effect.	LC/SW 1, 6, 8, 15, 19–22, 31–34, 42, 43, 45–51		LA/SW Odd	VW Even AD
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	LC/SW 13, 16 GUM 17–20		LW	
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).				VW Odd
L.4.3b. Choose punctuation for effect.		LC/SW 32, 49, 53 GUM 72		
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	LC/SW 41 GUM 33–38			
L.5.2a. Use punctuation to separate items in a series. ²		LC/SW 5, 10–15, 18 GUM 43, 45, 48, 66		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	LC/SW 24–26			
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	LC/SW 23, 27			
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	LC/SW 54–56			

LC = Language Conventions; LA = Language Application; SP = Spelling Patterns; LW = Language Worksheets; GUM = Grammar, Usage, and Mechanics Worksheets; SPW = Spelling Pattern Worksheets; AA = Appendix A; AB = Appendix B; AC = Appendix C; AD = Appendix D; SW = Student Workbook; VW = Vocabulary Worksheets

Common Core Language Strand Grade 8 Alignment

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Language Strand *Language Progressive Skills	Grammar and Usage Standards	Mechanics Standards	Knowledge of Use Standards	Vocabulary Acquisition and Use Standards
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.		LC/SW 24, 27, 29, 32, 50–52 GUM 67		
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ³	LC/SW 17, 19–22, 28–34, 42, 44, 51, 52		LA/SW Even AA	
L.6.3b. Maintain consistency in style and tone.	LC/SW 45–50		LA/SW 11, 13, 27, 29, 39, 45, 47 LW AC	
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	LC/SW 37–39		LA/SW 33, 35	
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			LA/SW Odd	VW Odd and Even
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	LC/SW 45–50 GUM 39, 40			

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