

# TEACHING GRAMMAR AND MECHANICS

## GRADE 8



**ASSESSMENT  
AND PRACTICE**



**COMPREHENSIVE  
GRAMMAR AND  
MECHANICS  
PROGRAM**



**PENNINGTON**  
PUBLISHING

Aligned to Common Core Standards

# Teaching Grammar and Mechanics Grade 8

## Table of Contents

#	Language Conventions Lessons and Worksheets	Pages
	<b>Language Conventions Directions and YouTube Training Modules</b>	1–8
1	<b>Proper Nouns and Common Nouns</b> and <b>Periods in Latin Expressions</b>	9–13, 251
2	<b>Personal Pronouns</b> and <b>Periods in Names, Abbreviations, and Acronyms</b>	14–17, 252
3	<b>Subject (Nominative) Case Pronouns</b> and <b>Periods in Indirect Questions and Intentional Fragments</b>	18–22, 253
4	<b>Object Case Pronouns</b> and <b>Periods in Decimal Outlines</b>	23–27, 254
5	<b>Possessive Case Pronouns</b> and <b>Semicolons with Conjunctions</b>	28–32, 255
6	<b>Adjectives</b> and <b>Apostrophes for Singular Possessive Nouns</b>	33–36, 256
7	<b>Verbs *Subject-Verb Agreement</b> and <b>Apostrophes for Plural Possessive Nouns</b>	37–41, 257
8	<b>Adverbs</b> and <b>Apostrophes for Apostrophes for Possessive Compound Nouns and Possessive Subjects and Objects</b>	42–45, 258
9	<b>Coordinating Conjunctions</b> and <b>Apostrophes in Contractions</b>	46–49, 259
10	<b>Correlative Conjunctions</b> and <b>Commas for Geographical Places</b>	50–53, 260
11	<b>Subordinating Conjunctions</b> and <b>Commas for Dates</b>	54–57, 261
12	<b>Correlative Conjunctions</b> and <b>Commas for Letters</b>	58–62, 262
13	<b>Subjects and Predicates</b> and <b>Commas in Addresses</b>	63–66, 263
14	<b>Direct and Indirect Objects</b> and <b>Commas for Names</b>	67–71, 264
15	<b>Phrases and Clauses</b> and <b>Commas between Adjectives</b>	72–75, 265
16	<b>*Complete Sentences, Fragments, and Run-ons</b> and <b>Commas for Tag Questions</b>	76–80, 266
17	<b>Simple, Compound, Complex, and Compound-Complex Sentences</b> and <b>Commas for Direct Speech</b>	81–84, 267
18	<b>Types of Sentences</b> and <b>Commas in a Series</b>	85–88, 268
19	<b>*Noun Phrases</b> and <b>Commas after Introductory Words and Phrases</b>	89–92, 269
20	<b>*Noun Clauses</b> and <b>after Introductory Clauses</b>	93–96, 270
21	<b>Gerunds</b> and <b>Commas and Quotation Marks with Speaker Tags</b>	97–100, 271
22	<b>Gerund Phrases</b> and <b>Commas before Conjunctions in Compound Sentences</b>	101–104, 272
23	<b>Reflexive, Intensive, and Reciprocal Pronouns</b> and <b>Commas in Complex Sentences</b>	105–109, 273
24	<b>Indefinite Pronouns</b> and <b>Commas with Parenthetical Expressions</b>	110–113, 274
25	<b>*Pronoun Antecedents</b> and <b>Commas with Coordinate Adjectives</b>	114–117, 275
26	<b>*Pronoun Number and Person Shifts</b> and <b>Commas with Hierarchical Adjectives</b>	118–121, 276

**Boldface denotes Introductory Standard for Eighth Grade Level.**

**\*Denotes Progressive Language Skill.**

# Teaching Grammar and Mechanics Grade 8

## Table of Contents

#	Language Conventions Lessons and Worksheets	Pages
27	Demonstrative Pronouns and *Vague Pronoun References and <b>Commas with Appositives</b>	122–126, 277
28	Nonrestrictive *Adjective Clauses and Relative Pronouns and Punctuation in Restrictive Clauses	127–130, 278
29	Restrictive *Adjective Clauses and Relative Pronouns and Punctuation with Relative Pronouns	131–134, 279
30	Predicate Adjectives and *Adjectival Phrases and Dialogue and Direct Quotations	135–138, 280
31	<b>Past Participles</b> and Punctuation of Direct Quotations	139–142, 281
32	<b>Past Participial Phrases</b> and <b>Ellipses</b>	143–146, 282
33	<b>Present Participles</b> and Quotations within Quotations	147–150, 283
34	<b>Present Participial Phrases</b> and <b>Punctuation of Non-standard Usage Quotations</b>	151–154, 284
35	Comparative Modifiers and In-text Citations and Indirect Quotations	155–159, 285
36	Superlative Modifiers and MLA Works Cited Page	160–164, 286
37	*Misplaced Modifiers and Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	165–168, 287
38	*Dangling Modifiers and Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	169–172, 288
39	* <b>Squinting Modifiers</b> and Quotation Marks: Song, Poem, and Book Titles	173–176, 289
40	*Verb Phrases and Quotation Marks: Newspaper, Magazine, and Blog Article Titles	177–180, 290
41	*Shifts in Verb Tense and Quotation Marks: Short Story and Document Titles	181–184, 291
42	Progressive Verb Forms and Capitalization of Named People, Places, Things, and Products	185–190, 292
43	Perfect Verb Forms and Capitalization of Titles	191–195, 293
44	<b>Infinitives</b> and Capitalization of Holidays and Dates	196–199, 294
45	<b>Indicative Mood</b> and Capitalization Special Events and Historical Periods	200–203, 295
46	<b>Imperative Mood</b> and Capitalization Organizations and Businesses	204–207, 296
47	<b>Interrogative Mood</b> and Capitalization of Languages and People Groups	208–211, 297
48	<b>Conditional Mood</b> and Question Marks	212–215, 298
49	<b>Subjunctive Mood</b> and Exclamation Points	216–219, 299
50	<b>Verb Voice and Mood Shifts</b> and Colons to Introduce Long Direct Quotations	220–224, 300
51	Subordinating Conjunctions and * <b>Adverbial Clauses</b> and Parentheses	225–230, 301

**Boldface denotes Introductory Standard for Eighth Grade Level.**

**\*Denotes Progressive Language Skill.**

# Teaching Grammar and Mechanics Grade 8

## Table of Contents

#	Language Conventions Lessons and Worksheets	Pages
52	<b>Relative Adverbs and *Adverbial Clauses</b> and Dashes	231–233, 302
53	Adverb Order and Brackets	234–238, 303
54	*Non-standard English Deletions and Hyphens	239–242, 304
55	*Non-standard English Additions and Slashes	243–246, 305
56	*Non-standard English Substitutions and Numbers	247–250, 306

**Boldface denotes Introductory Standard for Eighth Grade Level.**

**\*Denotes Progressive Language Skill.**

# Teaching Grammar and Mechanics Grade 8

## Table of Contents

<b>Individualized Assessment-based Instruction</b>	<b>Pages</b>
Diagnostic Grammar and Usage Assessment and Answers	307–312
Diagnostic Mechanics Assessment and Answers	313–316
Diagnostic Grammar, Usage, and Mechanics Recording Matrices	317–320
Grammar, Usage, and Mechanics Remedial Worksheets Directions	321–324
Grammar, Usage, and Mechanics Remedial Worksheets	325–401
Grammar, Usage, and Mechanics Worksheet Answers	402–416
<b>Grammar and Mechanics Unit Tests and Answers</b>	417–433
<b>Common Core State Standards Alignment Grade 8</b>	434–435
<i>Grammar, Mechanics, Spelling, and Vocabulary Grade 8</i>	436–446
<b>COMPREHENSIVE PROGRAM BUNDLE</b>	
<b>Instructional Scope and Sequence</b>	

**AUTHOR’S NOTE:** The *Grammar, Mechanics, Spelling, and Vocabulary Grade 8* **COMPREHENSIVE PROGRAM BUNDLE** includes four full-year instructional programs designed to help students master the grade level and review Language Strand Standards with assessment-based direct and individualized instruction:

*Teaching Grammar and Mechanics Grade 8*  
*Writing Openers Language Application Grade 8*  
*Differentiated Spelling Instruction Grade 8*  
*Common Core Vocabulary Toolkit Grade 8*

# Language Conventions #33

---

## Mechanics Lesson

“Today we are studying how to punctuate **quotations within quotations**. Remember that both direct quotations and many titles are placed within quotation marks. Now let’s read the mechanics lesson, circle or highlight the key points of the text, and study the examples.”

When quotations or quoted titles are placed within quoted speech, use single quotation marks (‘\_\_’) at the beginning and end of the inside quotations. Use double quotation marks (“\_\_”) at the beginning and end of the entire quotation. **Example:** Beth said, “Do you agree with Beth’s statement that ‘the case is closed?’”

“Now read the practice sentence on your worksheet. 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:** “Jefferson meant everyone when he said that ‘all men are created equal,’” I said.

## Grammar and Usage Lesson

“Today we are studying **present participles**. Remember that the linking include the “to be” verbs: *is, am, are, was, were, be, being, been*. Also remember that an adjective modifies a noun or pronoun and answers Which one? How many? or What kind? Now let’s read the grammar and usage lesson, circle or highlight the key points of the text, and study the examples.”

A present participle adds an “\_\_ing” onto the base form of a verb to indicate a continuous action or condition. A present participle is preceded by a linking verb when used as a verb form. The linking verbs indicate past, present, or future tense. **Examples:** *was* watching, *is* watching, or *will be* watching. A present participle can also function as an adjective with or without a linking verb. **Example:** Walking, the boy caught up with his friend.

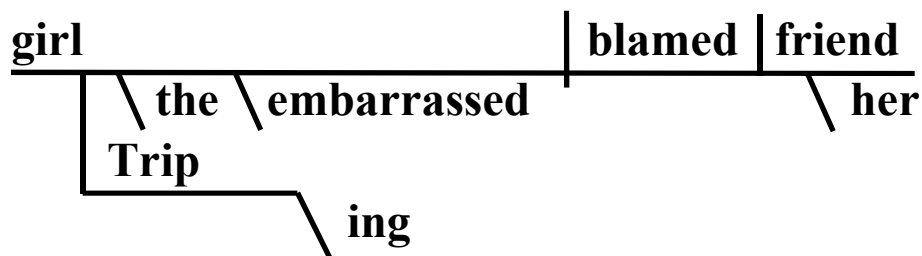
“Now read the practice sentence on your worksheet. Then circle or highlight what is right and revise what is wrong according to grammar and usage lesson. [Allow time.] ‘Can anyone share what is right? What is wrong? [Correct the sentence on the display].’”

**Grammar and Usage Practice Answers:** Running, the girl was trying to catch up when she fell.

## Language Conventions #33

---

### Sentence Diagram Answers



### Mentor Text

“As he was wandering about there came upon a Lion lying down moaning and groaning.”

Aesop (620 B.C. –560 B.C.)

### Writing Application Lesson

---

---

### Mechanics Dictation

“In his Preamble to the United States Constitution, Madison wanted change ‘in order to form a more perfect union,’” the author argued.

### Grammar and Usage Dictation

Pausing, the boy is thinking and wondering.



## 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.

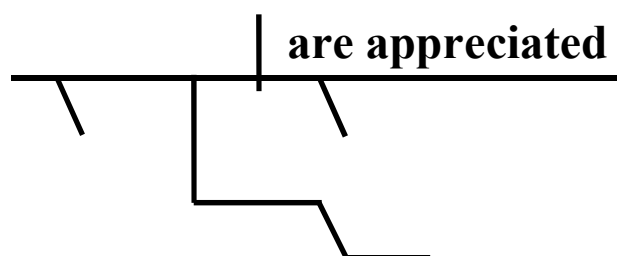
### Grammar and Usage

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



## 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.

- \_\_\_ 32. Compared to last time, this work is definitely \_\_\_\_\_.  
A. most difficult                      B. more difficulter                      C. difficultest  
D. more difficult                      E. difficulter
- \_\_\_ 33. He is the \_\_\_\_\_ student in his class.  
A. most intelligent                      B. more intelligent                      C. intelligentest  
D. more intelligent                      E. intelligenter
- \_\_\_ 34. Dennis \_\_\_\_\_ ready and he \_\_\_\_\_ prepared well.  
A. seem; has                      B. seems; have                      C. seems; has  
D. seems; was                      E. seem; is
- \_\_\_ 35. She \_\_\_\_\_ passed the test, but she didn't study.  
A. did have                      B. could have                      C. should of  
D. did might                      E. would of
- \_\_\_ 36. She \_\_\_\_\_ hard for the test last night.  
A. studied                      B. did studied                      C. study  
D. had studying                      E. have studied
- \_\_\_ 37. She \_\_\_\_\_ hard for the test last night when she fell asleep.  
A. studied                      B. was studied                      C. was studying  
D. studying                      E. have studied
- \_\_\_ 38. She always \_\_\_\_\_ hard for tests.  
A. study                      B. will studied                      C. studies  
D. are studied                      E. will be studied
- \_\_\_ 39. Today she \_\_\_\_\_ hard for the test  
A. will have been studying                      B. had studied                      C. study  
D. is studied                      E. is studying
- \_\_\_ 40. We \_\_\_\_\_ more later this afternoon.  
A. will have been studying                      B. will study                      C. study  
D. are studied                      E. have studied
- \_\_\_ 41. She \_\_\_\_\_ for the test the whole night.  
A. will have studying                      B. will be studying                      C. have studied  
D. are studied                      E. have studying
- \_\_\_ 42. The boy claimed he \_\_\_\_\_ the lost watch under the bush.  
A. founded                      B. finded                      C. found  
D. founding                      E. find

**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 Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

1. a friend named **John** said, “I am glad I don’t need any help on my homework”

2. she saw pictures in the newsweek article (the one that featured **Space Camp**)

3. bring both girls' costume dresses to atlanta, georgia in time for Halloween

4. joe, please read the chapters on “knots” and “cooking” to prepare for the **Boy Scouts** meeting tonight

5. mr. wong is from South Africa, but he spoke perfect English

6. dear mary,

what a complete surprise! our teacher's short story titled "yankees and

rebels” was a huge success

yours truly,

amy

© 2006 The Authors  
Journal compilation © 2006 Blackwell Publishing Ltd

[illegible]

## Grammar, Usage, and Mechanics Worksheet #42

---

### FOCUS Present Perfect Verbs

The **present perfect verb tense** is a physical or mental action or a state of being happening or existing before the present. The present perfect is formed with *has* or *have* + the past participle (a verb ending in “\_ed,” “\_d,” “\_t,” or “\_en” for regular verbs).

**Example:** He *has* already *started* his science project.

### CONNECT TO WRITING

The present perfect verb tense has the following uses:

- To describe an action that took place at some unidentified time in the past that relates to the present  
**Example:** The students *have studied* hard for today’s test.
- To describe an action that began in the past but continues to the present  
**Example:** The teachers *have taught* these standards for five years.
- To describe the length of time an action has been in progress up to the present time  
This verb form is known as the present perfect progressive tense. It is formed with *has* or *have been* and the *\_ing* form of the verb.  
**Example:** The students *have been writing* for over an hour.

### PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.

1. Esmerelda developed a fantastic web site.

---

2. The ladies have been reuniting in the same place to continue their friendship once every year.

---

3. The storm was threatening to strike since last night.

---

### WRITE

Compose your own sentence with the present perfect verb tense.

---

---

## Grammar, Usage, and Mechanics Worksheet #46

---

### FOCUS      Commas with Speaker Tags

**Speaker tags** are the words used to identify the speaker in dialogue and describe exactly how the speaker communicates that dialogue.

**Example:** Tom (the speaker) shouted (how communicated), “Watch out!”

### CONNECT TO WRITING

In dialogue sentences, place commas 1. After a beginning speaker tag to the left of the quotation marks 2. Before and after a middle speaker tag to the left of both quotation marks 3. Before an ending speaker tag to the left of the quotation marks.

#### Examples:

Beginning	She said, “Leave home at once.”	Note capitalization of the sentence quotation in the middle of the sentence.
Middle	“Leave home,” she said, “at once.”	Note placement of the quotation marks outside of the punctuation.
End	“Leave home at once,” she said.	Note how speaker tag placement changes the meaning of the sentence.

Use a variety of speaker tags such as *said*, *replied*, *shouted*, and *explained* in dialogue to show the speaker’s exact meaning and tone of voice. Avoid over-using *said*.

When writing dialogue, begin a new paragraph each time you change speakers. Don’t start a new paragraph to continue dialogue by the same speaker.

### PRACTICE

Re-write the following quotation sentences with proper punctuation:

1. She said I usually do chores after school
2. They left town I said in a shiny new car
3. I can’t believe it he exclaimed

### WRITE

Write a three sentence dialogue with three different placements of speaker tags.

---

---

---

## Grammar, Usage, and Mechanics Test: Lessons 33–36

---

**Matching Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                                       |  |
|---------------------------------------|--|
| ____ 1. Quotation within a quotation  | A. “_er,” more or less                         |
| ____ 2. Present participle            | B. A continuous action or condition            |
| ____ 3. Non-standard quoted language  | C. Dad said that we must finish our chores.    |
| ____ 4. Present participial phrase    | D. Racing down the track, the car zoomed.      |
| ____ 5. Indirect quotation            | E. “_est,” most, or least                      |
| ____ 6. Modifier comparing two things | AB. Double-spaced with .5 inch hanging indents |
| ____ 7. MLA Works Cited page          | AC. [sic]                                      |
| ____ 8. Superlative modifier          | AD. She said, “Let’s sing ‘Happy Birthday.’”   |

**Sentence Application Directions:** Answer in complete sentences.

9. Write a sentence with a quoted title within a direct quotation. \_\_\_\_\_  
\_\_\_\_\_
10. Write a sentence with a present participle which functions as an adjective. \_\_\_\_\_  
\_\_\_\_\_
11. Write a direct quotation with a spelling error. \_\_\_\_\_  
\_\_\_\_\_
12. Write a sentence including a present participial phrase with a linking verb. \_\_\_\_\_  
\_\_\_\_\_
13. Write a sentence with an indirect quotation. \_\_\_\_\_  
\_\_\_\_\_
14. Write a sentence including a modifier to compare two desserts. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. List the information needed to write a full citation for a book on a Works Cited page.  
\_\_\_\_\_  
\_\_\_\_\_
16. Write a sentence with a superlative modifier. \_\_\_\_\_  
\_\_\_\_\_

## Common Core State Standards Alignment Grade 8

---

<b>Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand</b>	<b>Lesson #</b>
--	-----------------

### Review Standards: Conventions of Standard English:

<a href="#"><u>CCSS.ELA-LITERACY.L.7.1.A</u></a>	LC/SW 14, 18, 20, 21, 23, 24, 35–37, 44, 50 GUM 15, 16
Explain the function of phrases and clauses in general and their function in specific sentences.	
<a href="#"><u>CCSS.ELA-LITERACY.L.7.1.B</u></a>	LC/SW 50 GUM 13–16
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
<a href="#"><u>CCSS.ELA-LITERACY.L.7.1.C</u></a>	LC/SW 45–50
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	
<a href="#"><u>CCSS.ELA-LITERACY.L.7.2.A</u></a>	LC/SW 28
Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[, ] green shirt</i> ).	
<a href="#"><u>CCSS.ELA-LITERACY.L.7.3.A</u></a>	LC/SW 39, 40
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills



## Common Core State Standards Alignment Grade 8

---

### Common Core State Standards English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Language Strand

#### Review Standards: Conventions of Standard English:

	Lesson #
<a href="#"><u>CCSS.ELA-LITERACY.L.8.1.A</u></a> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	LC/SW 21, 22, 31–39, 44 GUM 26
<a href="#"><u>CCSS.ELA-LITERACY.L.8.1.B</u></a> Form and use verbs in the active and passive voice.	LC/SW 50 GUM 40
<a href="#"><u>CCSS.ELA-LITERACY.L.8.1.C</u></a> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	LC/SW 45–50 GUM 39
<a href="#"><u>CCSS.ELA-LITERACY.L.8.1.D</u></a> Recognize and correct inappropriate shifts in verb voice and mood.*	LC/SW 45–50
<a href="#"><u>CCSS.ELA-LITERACY.L.8.2.A</u></a> Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	LC/SW 10–32, 52 GUM 41–48, 66 LC/SW 32, 52
<a href="#"><u>CCSS.ELA-LITERACY.L.8.2.B</u></a> Use an ellipsis to indicate an omission.	
<a href="#"><u>CCSS.ELA-LITERACY.L.8.3.A</u></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 GUM 40

LC = Language Conventions; SW = Student Worksheets;

GUM = Grammar, Usage, and Mechanics Worksheets

\*Language Progressive Skills