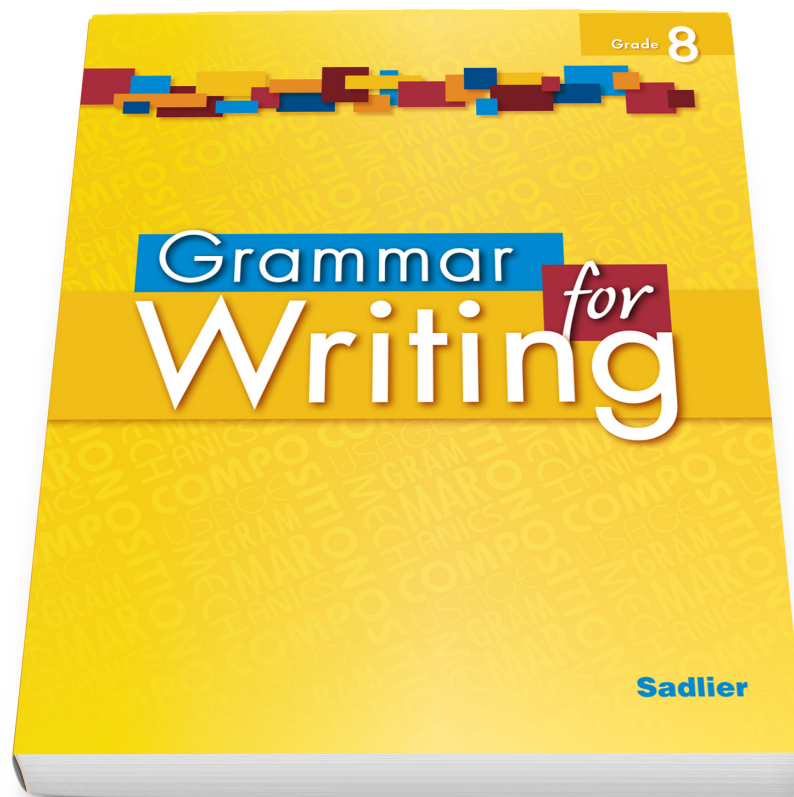


Grammar for Writing™

Correlation to the Texas Essential Knowledge and Skills (TEKS)

Chapter 110.B. §110.24. English Language Arts and Reading ADOPTED 2017

Grade 8



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(1) **Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—**

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message by summarizing, asking questions, and making comments;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- (C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
- (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Grammar for Writing Grade 8 Feature & Location	Description
Working Together  Exercise 2 Revising with a Peer, p. 16; Exercise 2 Editing and Proofreading Your Writing, p. 19; Exercise 3 Publishing Your Work, p. 21; Exercise 2 Correcting a Run-on Sentence, p. 38; Exercise 2 Using Parallel Structure, p. 41; Exercise 2 Revising a Paragraph, p. 46; Exercise 3 Writing a Paragraph, p. 46; Exercise 2 Improving Your Own Writing, p. 49; Exercise 1 Identifying and Using Synonyms, p. 51; Exercise 3 Writing Reviews, p. 52; Exercise 3 Writing a Poem, p. 55; Exercise 2 Writing a Public Service Announcement, p. 67; Exercise 2 Revising an Application Letter, p. 70; Exercise 2 Revising for Sentence Variety, p. 76; Exercise 3 Writing a Summary, p. 79; Exercise 2 Finding and Revising Examples, p. 83; Exercise 2 Using Subordinate Clauses, p. 85; Exercise 2 Writing a Paragraph, p. 99; Exercise 1 Analyzing a Model, p. 101; Exercise 3 Writing a Unified Paragraph, p. 105; Exercise 1 Writing a Paragraph from Notes, p. 107; Exercise 3 Writing a News Article, p. 111; Exercise 1 Organizing an Essay, p. 128; Exercise 2 Writing Thesis Statements, p. 130; Exercise 1 Creating Strong Introductions, p. 132; Exercise 3 Writing Dialogue, p. 172; Exercise 2 Editing a Paragraph, p. 178; Exercise 2 Revising a Paragraph, p. 186; Exercise 2 Beginning a Story, <i>continued</i>	The Working Together logo identifies exercises found throughout the program that invite collaborative participation. Teamed with one or more classmates, students work together on brainstorming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—

ORAL LANGUAGE

The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message by summarizing, asking questions, and making comments;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- (C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
- (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

<i>Grammar for Writing Grade 8 Feature & Location</i>	<i>Description</i>
p. 210; Exercise 2 Writing from Notes, p. 214; Exercise 3 Writing a Review, p. 230; Exercise 2 Proofreading a Paragraph, p. 232; Exercise 2 Editing a Paragraph, p. 234; Exercise 2 Editing Sentences, p. 252; Exercise 2 Writing About a Photo, p. 256; Exercise 1 Writing Sentences, p. 257; Exercise 2 Writing Sentences, p. 260; Exercise 2 Writing Sentences, p. 270; Exercise 2 Writing from Notes, p. 276; Exercise 2 Writing Dialogue, p. 282; Exercise 2 Writing a Paragraph, p. 284; Exercise 3 Writing a Paragraph, p. 286; Exercise 3 Writing About a Chart, p. 306; Exercise 2 Writing a Paragraph, p. 308; Exercise 2 Analyzing Your Writing, p. 310	
Chapter 1 The Writing Process, pp. 8–31 Lesson 1.5 Publishing and Presenting, pp. 20–21 <i>Example [Grade 8, p. 20]</i> Remember Follow these guidelines to give more effective presentations: • Speak loudly and clearly. • Pace yourself. Don't rush. • Make eye contact with your audience. • Use gestures and facial expressions to emphasize key • Practice several times.	In Lesson 1.5 Publishing and Presenting, students learn about presentations of various types of writing: a demonstration with photos for a how-to essay, a video for a research report, and a dramatic reading of a short story or poem. For Exercise 2 Making a Presentation, students determine which visual aids, audio or visual technology, or costumes they'll need for their presentation, then present their work to the class.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 1 The Writing Process, pp. 8–31 Lesson 1.1 Prewriting: Gathering Ideas, pp. 9–11 <i>Example [Grade 8, p. 9]</i> You should always begin a writing task by planning, or prewriting. Prewriting includes the following steps: exploring possible topics, choosing and narrowing a topic, identifying a purpose and an audience, and collecting and organizing details.	Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading. In Lesson 1.1 Prewriting, students explore several ways to identify then narrow a topic.
Writer’s Workshop: Personal Narrative, pp. 22–27 Writer’s Workshop: Compare-Contrast Essay, pp. 86–92 Writer’s Workshop: Persuasive Essay, pp. 140–146 Writer’s Workshop: Literary Analysis, pp. 187–193 Writer’s Workshop: Cause-Effect Essay, pp. 239–245 Writer’s Research Report, pp. 287–295 <i>Example [Grade 8, p. 240]</i> Make a Statement Next, draft a thesis, or claim. Your thesis should state the central claim you are making about your cause-effect relationship. 1. Your thesis should be neither too narrow nor too broad. 2. Your thesis must state an opinion. It should never simply restate the topic of your essay. 3. Your thesis should state the key causes or effects.	There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose. Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 1 The Writing Process, pp. 8–31 Lesson 1.2 Drafting, pp. 12–13 <i>Example [Grade 8, p. 12]</i> ➡ Use the notes and organizers you created during prewriting, but feel free to make changes as you write. Keep your purpose and audience in mind as you draft.	For Lesson 1.2 Organizing the Ideas and Drafting, students turn their prewriting plan into complete sentences and paragraphs. They focus on putting their ideas on the page without worrying about neatness or correct usage and mechanics. Those problems will be corrected later.
Chapter 4 Effective Paragraphs, pp. 96–117 Lesson 4.1 Main Ideas and Topic Sentences, pp. 97–99 Lesson 4.2 Methods of Elaboration, pp. 100–102 Lesson 4.3 Improving Paragraph Unity, pp. 103–105 Lesson 4.4 Patterns of Organization, pp. 106–108 Lesson 4.5 Improving Paragraph Coherence, pp. 109–111	Chapter 4 Effective Paragraphs prepares students to draft a longer, complete work by first constructing well-organized paragraphs. They see paragraphs as building blocks of a unified, coherent essay with logical organization and proper use of transitions.
Chapter 5 Writing an Essay, pp. 126–139 Lesson 5.1 Parts of an Essay, pp. 127–128 Lesson 5.2 Developing the Thesis, pp. 129–130 Lesson 5.3 Writing an Introduction, pp. 131–133 Lesson 5.4 Body Paragraphs, pp. 134–136 Lesson 5.5 Writing a Conclusion, pp. 137–139 <i>Example [Grade 8, p. 134]</i> ➡ Each body paragraph develops one key idea. For a paragraph to have unity, every sentence should relate to or support that main idea. Use a topic sentence in each body paragraph to help you stay focused on the main idea and to help your readers understand what the paragraph is about.	Chapter 5 Writing an Essay details instruction on how to organize and write a coherent essay. Students examine the key elements of an essay, study writing models, then practice drafting each part of an essay. They study patterns of organization and the effective use of transitions to unify all sentences and paragraphs of their essay.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

Grammar for Writing Grade 8 Feature & Location	Description
Writer’s Workshop: Personal Narrative, pp. 22–27 Writer’s Workshop: Compare-Contrast Essay, pp. 86–92 Writer’s Workshop: Persuasive Essay, pp. 140–146 Writer’s Workshop: Literary Analysis, pp. 187–193 Writer’s Workshop: Cause-Effect Essay, pp. 239–245 Writer’s Research Report, pp. 287–295 <i>Example [Grade 8, p. 240]</i> Make a Statement Next, draft a thesis, or claim. Your thesis should state the central claim you are making about your cause-effect relationship. 1. Your thesis should be neither too narrow nor too broad. 2. Your thesis must state an opinion. It should never simply restate the topic of your essay. 3. Your thesis should state the key causes or effects.	There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose. Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 1 The Writing Process, pp. 8–31 Lesson 1.3 Revising, pp. 14–16 <i>Example [Grade 8, p. 14]</i> ▶ Between the drafting and revising stages, set your work aside for a short period. Giving yourself a little break will help you decide what ideas, words, and sentences to add, delete, replace, or rearrange.	Lesson 1.3 Revising helps students analyze their draft and make changes to improve unity and coherence. They answer questions related to five of the six traits of good writing: Ideas and Content, Organization, Sentence Fluency, Word Choice, and Voice.
Writer’s Workshop: Personal Narrative, pp. 22–27 Writer’s Workshop: Compare-Contrast Essay, pp. 86–92 Writer’s Workshop: Persuasive Essay, pp. 140–146 Writer’s Workshop: Literary Analysis, pp. 187–193 Writer’s Workshop: Cause-Effect Essay, pp. 239–245 Writer’s Research Report, pp. 287–295 <i>Example [Grade 8, p. 293]</i> Revising Checklist ☐ How strong is my thesis, or claim, and where can I add details? ☐ How clear is my organization,	There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose. Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

<i>Grammar for Writing</i> Grade 8 Feature & Location	Description
Chapter 2 Effective Sentences and Word Choice, pp. 32–63 Lesson 2.3 Parallel Structure, pp. 39–41 Lesson 2.4 Stringy Sentences, pp. 42–43 Lesson 2.5 Wordy Sentences, pp. 44–46 Lesson 2.6 Colorful Language, pp. 47–49 Lesson 2.7 Denotation and Connotation, pp. 50–52 Lesson 2.8 Figurative Language, pp. 53–55 <i>Example [Grade 8, p. 44]</i> ➡ Make your writing concise. Wordy sentences can confuse and bore readers. Use as few words as possible to express your meaning clearly.	Chapter 2 identifies common grammatical problems in sentences and fixes. Students also learn how to improve their choice of words when revising their drafts.
Chapter 3 Sentence Variety, pp. 64–95 Lesson 3.1 Varying Sentence Length, pp. 65–67 Lesson 3.2 Varying Sentence Beginnings, pp. 68–70 Lesson 3.3 Independent and Subordinate Clauses, pp. 71–73 Lesson 3.4 Types of Sentence Structure, pp. 74–76 Lesson 3.5 Using Phrases, pp. 77–79 Lesson 3.6 Combining Sentences: Coordinating Conjunctions, pp. 80–81 Lesson 3.7 Combining Sentences: Key Words and Phrases, pp. 82–83 Lesson 3.8 Combining Sentences: Subordinate Clauses, pp. 84–85 <i>Example [Grade 8, p. 65]</i> ➡ Add or delete words, and combine sentences to create an interesting mixture of long and short sentences and a smooth flow from one to another.	Chapter 3 details several aspects of sentence structure. Students learn techniques for revising sentences to improve clarity, as well as developing a more interesting writing style.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

Grammar for Writing Grade 8 Feature & Location	Description
Writer’s Workshop: Personal Narrative, pp. 22–27 Writer’s Workshop: Compare-Contrast Essay, pp. 86–92 Writer’s Workshop: Persuasive Essay, pp. 140–146 Writer’s Workshop: Literary Analysis, pp. 187–193 Writer’s Workshop: Cause-Effect Essay, pp. 239–245 Writer’s Research Report, pp. 287–295 <i>Example [Grade 8, p. 91]</i> Revising Smooth It Out By combining two or more short sentences into one longer sentence, you can vary your writing and create more complex ideas. Here are two ways to combine sentences. 1. Create compound sentences. In the first sentence, change the end punctuation to a comma. Add a coordinating conjunction, such as <i>and</i>, <i>or</i>, <i>nor</i>, or <i>but</i> after the comma. 2. Use subordinate clauses. Turn one sentence into a subordinate clause. In most cases, add a subordinating conjunction at the beginning, followed by a comma.	There are six Writer’s Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose. Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 1 The Writing Process, pp. 8–31 Lesson 1.4 Editing and Proofreading, pp. 17–19 <i>Example [Grade 8, p. 17]</i> When you edit and proofread, you focus on the sixth trait of good writing, conventions. Carefully read and reread to find and fix errors in grammar, usage, spelling, mechanics, and punctuation. Note the tips below. 1. Treat each line as if it were alone on the page. Pay attention to every word and punctuation mark. Don't skip anything. 2. Read your work slowly, sentence by sentence. Ask yourself, "Do any parts sound awkward or incorrect?" If so, identify the problem, and fix it. 3. Create a list of common errors like the one below. With each reading, focus on just one item. If you check for too many items at once, you may miss errors.	In Lesson 1.4 Editing and Proofreading, students edit their drafts to eliminate errors in spelling and punctuation. They also focus on correcting errors in grammar and usage. When using a computer, students can use spell-check or reference an online dictionary to check the spelling or definition of any word.
Writer's Workshop: Personal Narrative, pp. 22–27 Writer's Workshop: Compare-Contrast Essay, pp. 86–92 Writer's Workshop: Persuasive Essay, pp. 140–146 Writer's Workshop: Literary Analysis, pp. 187–193 Writer's Workshop: Cause-Effect Essay, pp. 239–245 Writer's Research Report, pp. 287–295 <i>Example [Grade 8, p. 192]</i> Editing and Proofreading Use the Editing and Proofreading Checklist to check for errors in grammar, usage, mechanics, punctuation, and spelling. The model on the next page shows the corrections one writer made to the conclusion. <i>continued</i>	There are six Writer's Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose. Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:

Grammar for Writing Grade 8 Feature & Location	Description
Editing and Proofreading Checklist ☐ Have I avoided sentence fragments and run-ons? ☐ Have I avoided pronoun reference problems? ☐ Have I checked that all pronouns agree with their antecedents? ☐ Are any words missing or run together? ☐ Is every paragraph indented?	

- (D) edit drafts using standard English conventions, including:

- (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 2 Effective Sentences and Word Choice , pp. 32–63 Lesson 2.1 Sentence Fragments pp. 33–35 Lesson 2.2 Run-on Sentences , pp. 36–38 <i>Example [Grade 8, p. 33]</i>  A sentence fragment is a group of words that is incorrectly punctuated as a complete sentence. A sentence fragment may be missing a subject, a verb, or both. Sentence fragments express incomplete thoughts.	In the lessons in Chapter 2 Effective Sentences and Word Choice , students study techniques for improving incomplete or confusing sentences.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (ii) consistent, appropriate use of verb tenses and active and passive voice;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 8 Verbs, pp. 198–216 Lesson 8.4 Simple and Perfect Tenses, pp. 205–206 Lesson 8.5 Shifts in Tense, pp. 207–208 Lesson 8.6 Active and Passive Voice, pp. 209–210 <i>Example [Grade 8, p. 207]</i> ➡ Sometimes, a shift in tense within a sentence or a paragraph is necessary. Use different tenses to make the order of events clear. <i>Example [Grade 8, p. 209]</i> ➡ Use the active voice when you write because it gives your writing energy. It puts the focus on the subject and helps make your writing forceful. Active voice sentences are also less wordy.	In Chapter 8 Verbs students review tenses, including how to correct shifts in tense. Lesson 8.6 Active and Passive Voice compares and contrasts active and passive voices, also their proper usage.

- (D) edit drafts using standard English conventions, including:
 - (iii) prepositions and prepositional phrases and their influence on subject-verb agreement;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 9 Adjectives, Adverbs, and Other Parts of Speech., pp. 224–238 Lesson 9.6 Using Prepositions and Prepositional Phrases, pp. 235–236 <i>Example [Grade 8, p. 235]</i> ➡ A prepositional phrase begins with a preposition and ends with the object of a preposition (o), the noun or pronoun that follows the preposition.	In Lesson 9.6 students learn how to identify and use prepositions and prepositional phrases correctly. Listed for reference are several common prepositions, including common compound prepositions like instead of and along with.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (iii) prepositions and prepositional phrases and their influence on subject-verb agreement;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 10 Subject-Verb Agreement, pp. 250–267 Lesson 10.1 Agreement of Subject and Verb, pp. 251–252 <i>Example [Grade 8, p. 251]</i> ➡ In many sentences, a prepositional phrase comes between a subject and its verb. However, the verb needs to agree with the subject, not with the object of a preposition. Remember that a subject is never in a prepositional phrase.	In Lesson 10.1 students learn how to avoid problems with subject-verb agreement. In the exercises, they practice choosing the verb that agrees with the subject, also editing sentences.

- (D) edit drafts using standard English conventions, including:
 - (iv) pronoun-antecedent agreement;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 7 Nouns and Pronouns, pp. 170–186 Lesson 7.7 Pronoun-Antecedent Agreement, pp. 183–184 <i>Example [Grade 8, p. 183]</i> ➡ Pronouns must agree with their antecedents. An antecedent is the word to which the pronoun refers.	Lesson 7.7 Pronoun-Antecedent Agreement features a table with agreement and examples.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- D) edit drafts using standard English conventions, including:
 - (v) correct capitalization;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 12 Capitalization and Spelling, pp. 300–314 Lesson 12.1 Names and Titles of People, pp. 301–302 Lesson 12.2 Geographical Names, pp. 303–304 Lesson 12.3 Quotations, Organizations, and Titles, pp. 305–306 Lesson 12.4 Other Capitalization Rules, pp. 307–308 <i>Example [Grade 8, p. 305]</i> ➡ Capitalize the first word of a direct quotation if it begins a complete sentence.	In Chapter 12 Capitalization, students review the words and situations that require capitalization. They study charts with rules and examples then apply those rules in the exercises that follow each lesson.

- (D) edit drafts using standard English conventions, including:
 - (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 11 Punctuation, pp. 268–286 Lesson 11.1 End Marks and Abbreviations, pp. 269–270 Lesson 11.2 Commas I, pp. 271–272 Lesson 11.3 Commas II, pp. 273–274 Lesson 11.4 Commas III, pp. 275–276 Lesson 11.5 Semicolons and Colons, pp. 277–278 Lesson 11.6 Quotation Marks and Italics, pp. 279–280 Lesson 11.7 Punctuating Dialogue, pp. 281–282 Lesson 11.8 Apostrophes, pp. 283–284 Lesson 11.7 Other Marks of Punctuation, pp. 257–258 <i>Example [Grade 8, p. 275]</i> ➡ Commas are used to set off sentence interrupters, words or phrases that interrupt, or <i>continued</i>	Chapter 11 covers the correct use of commonly used punctuation marks. Students study rules and examples then apply what they’ve learned in the exercises at the end of each lesson.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (D) edit drafts using standard English conventions, including:
 - (vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and

Grammar for Writing Grade 8 Feature & Location	Description
break, the flow of thought in a sentence. Sentence interrupters, such as nonessential clauses and phrases, add extra information to a sentence.	

- D) edit drafts using standard English conventions, including:
 - (vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 12 Capitalization and Spelling, pp. 300–314 Lesson 12.5 Spelling Rules, pp. 309–310 Lesson 12.6 Adding Prefixes and Suffixes, pp. 311–312 Lesson 12.7 Forming Plurals, pp. 313–314 <i>Example [Grade 8, p. 309]</i> ➡ Some words are easily confused with others. Homophones share the same pronunciation but have different meanings and spellings.	In Lesson 12.5, students review common spelling rules, including exceptions to the rules. Lesson 12.6 examines prefix and suffix meanings and spelling patterns. Lesson 12.7 features a chart with three columns: Noun, Rule, and Examples. After studying rules, students are reminded that they must memorize irregular plurals. The Writing Hint alerts students to the limitations of computer spell-checkers.
Frequently Misspelled Words, pp. 323–324 Commonly Confused Words, pp. 325–326 <i>Example [Grade 8, p. 328]</i> ➡ to, too, two <i>To</i>, a preposition, means “in the direction of.” <i>Too</i>, an adverb, means “also” or “very.” <i>Two</i> is the number 2.	Frequently Misspelled Words features a lengthy list of words with troublesome spelling, including <i>judgment</i> and <i>occasionally</i>. Commonly Confused Words includes a description and example of similar words that are spelled differently.

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

WRITING PROCESS

The student student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to:

- (E) publish written work for appropriate audiences.

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 1 The Writing Process, pp. 8–31 Lesson 1.5 Publishing and Presenting, pp. 20–21 <i>Example [Grade 8, p. 20]</i> The last stage of the writing process is publishing and presenting. 1. Make a final error-free copy of your paper. 2. Share your paper with others, either through an oral presentation, a written paper, or a multimedia presentation. ► Make sure the type of presentation you choose matches the type of paper you wrote.	Lesson 1.5 Publishing and Presenting describes several ways students can share their writing with others, including formal presentations. The Remember sidebar feature lists guidelines students should follow for effective presentations, speak loudly and clearly, don't rush, make eye-contact, use gestures and facial expressions to emphasize key ideas, and practice several times before making the presentation. For Exercise 2 Making a Presentation, students determine which visual aids, audio or visual technology, or costumes they'll need for their presentation, then present their work to the class.
Writer's Workshop: Personal Narrative, pp. 22–27 Writer's Workshop: Compare-Contrast Essay, pp. 86–92 Writer's Workshop: Persuasive Essay, pp. 140–146 Writer's Workshop: Literary Analysis, pp. 187–193 Writer's Workshop: Cause-Effect Essay, pp. 239–245 Writer's Research Report, pp. 287–295 <i>Example [Grade 8, p. 240]</i> Make a Statement Next, draft a thesis, or claim. Your thesis should state the central claim you are making about your cause-effect relationship. 1. Your thesis should be neither too narrow nor too broad. 2. Your thesis must state an opinion. It should never simply restate the topic of your essay. 3. Your thesis should state the key causes or effects.	There are six Writer's Workshop lessons. Each one provides step-by-step instructions and guidelines that prepare students for the lesson assignment. The assignment features a description of Task, Audience, and Purpose. Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 1 The Writing Process, pp. 8–31 Writer’s Workshop: Personal Narrative, pp. 22–28 <i>Example [Grade 8, p. 22]</i> A personal narrative is a type of autobiographical writing. It tells a true story about something that happened to you. In this workshop, you will have the opportunity to write a personal narrative about an interesting experience in your life.	The Key Features for Writer’s Workshop: Personal Narrative alert students to the importance of using narrative techniques and building their story around a logically organized event sequence. In the Writing Hint, students learn about point of view and using personal pronouns when telling their story.
Chapter 2 Effective Sentences and Word Choice, pp. 32–63 Writing Application: Character Sketch, pp. 56–59 <i>Example [Grade 8, p. 58]</i> Make Your Character Come Alive Although your character is fictional, you want your audience to believe that he or she could exist in real life. Support the traits you give your character with specific incidents from his or her life, as well as with dialogue, or conversations with other characters	For the Writing Application: Character Sketch, students write a description of a fictional character’s appearance, personality, and behavior. The lesson shows how to build a Character Map and determine the main impression students want to create about their character. Then student writers make their character come alive by relating details about their traits and actions. Students use incidents and dialogue to indirectly reveal what their character feels and thinks.
Chapter 4 Effective Paragraphs, pp. 96–117 Lesson 4.5 Descriptive and Narrative Paragraphs, pp. 112–114 <i>Example [Grade 8, p. 112]</i> - Use precise language, especially specific nouns and adjectives (such as convertible and gold) rather than general ones (such as car and colorful). - Use sensory details (sights, sounds, textures, smells, and tastes) to create a strong main impression.	Lesson 4.5 provides students with definitions and writing models of a descriptive and a narrative paragraph.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 6 Parts of a Sentence, pp. 120–139 Writing Application: Poem, pp. 217–219 <i>Example [Grade 8, p. 218]</i> - Pay attention to denotation, or a word's dictionary definition, and to connotation, or the feelings that a word evokes. (See Lesson 2.7.) - Choose colorful words that best express the exact ideas you are trying to convey. Try repeating key words for emphasis.	In Writing Application: Poem, students study a form of creative writing that features sensory language—words that are carefully chosen for their precise meaning and how they make the reader feel. The Writing Hint on page 218 describes two sound devices writers can use to convey a certain feeling or mood. Alliteration is the repetition of consonant sounds at the beginning of words, while consonance is the repetition of consonant sounds in the middle or at the end of words.

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 3 Sentence Variety and Structure, pp. 64–95 Writer's Workshop: Compare-Contrast Essay, pp. 86–92 <i>Example [Grade 8, p. 87]</i> Make Your Point Your thesis states your essay's central claim. In a compare-contrast essay, it must state what is being compared and the purpose for that comparison	In Writer's Workshop: Writer's Workshop: Compare-Contrast Essay, students see how to choose and narrow their topic then review samples of effective and ineffective theses. They learn to organize ideas using a Venn diagram, the point-by-point method, and block method. Instruction is provided for the following steps of the writing process: Prewriting, Drafting, Revising, Editing and Proofreading, and Publishing and Presenting.
Chapter 4 Effective Paragraphs, pp. 96–125 Lesson 4.5 Types of Paragraphs, pp. 115–117 <i>Example [Grade 8, p. 115]</i> ➡ An expository paragraph provides information or explains something. Writers use expository paragraphs when they discuss cause and effect, compare and contrast, analyze, explain, or define.	Lesson 4.7 Expository and Persuasive Paragraphs provides guidelines for writing an expository paragraph. These include expressing the main idea clearly, giving supporting details, and organizing details logically.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 4 Effective Paragraphs, pp. 96–125 Writing Application: Summary, pp. 118–121 <i>Example [Grade 8, p. 118]</i> A summary is a kind of informative/explanatory text, or writing that informs, describes, or explains. Summaries retell the main idea and key details of fiction or nonfiction.	For Writing Application: Summary, students write a summary of an article about a famous person. They identify the main idea and briefly retell the supporting ideas. They also paraphrase at least two different sentences from the article and may include short quotations from the original text.
Chapter 5 Writing an Essay, pp. 126–139 Lesson 5.1 Parts of an Essay, pp. 127–128 Lesson 5.2 Developing the Thesis, pp. 129–130 Lesson 5.3 Writing an Introduction, pp. 131–133 Lesson 5.4 Body Paragraphs, pp. 134–136 Lesson 5.5 Writing a Conclusion, pp. 137–139 <i>Example [Grade 8, p. 129]</i> The thesis, or thesis statement, of an essay states the main idea. The thesis should be only one or two sentences long. It usually appears as the last sentence in the introductory paragraph. The thesis is sometimes called a claim or controlling idea.	Chapter 5 Writing an Essay offers a thorough primer on how to organize and write informational texts. Students examine the key elements of an essay, study writing models, then practice writing or revising each part of an essay. They study patterns of organization and the effective use of transitions to unify all sentences and paragraphs of their essay.
Chapter 7 Nouns and Pronouns, pp. 170–197 Writer’s Workshop: Literary Analysis, pp. 187–193 <i>Example [Grade 8, p. 189]</i> When you closely examine and discuss key aspects of a text, you are analyzing literature. In a literary analysis you analyze a piece of literature, such as a poem, a novel, a short story, or a play.	For Writer’s Workshop: Literary Analysis, students compare two characters from two different short stories, plays, or novels in order to help determine theme. Students review both books, looking for details about how the characters look and behave, what they say, and how they relate to other characters and the setting. They are given a sample Venn diagram as a model for organizing their own comparisons.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249 Writer’s Workshop: Cause-Effect Essay, pp. 239–245 <i>Example [Grade 8, p. 241]</i> Collect Evidence Provide details and evidence to support your thesis. If you are writing about a topic that calls for research, such as a historical event, use library and Internet resources, read newspapers, and interview experts. Record details in a Cause-Effect Chart.	In Writer’s Workshop: Cause-Effect Essay, students learn how a graphic organizer or chart can help organize ideas, concepts, and information into broader categories. They brainstorm a topic, make a statement, then gather and analyze evidence to support their thesis. After drafting, revising, and editing, they consider ways to use graphics and multimedia to share their cause-effect essay.
Chapter 11 Punctuation, pp. 268–286 Writer’s Workshop: Research Report, pp. 287–295 <i>Example [Grade 8, p. 287]</i> A research report is a type of expository writing, or writing that explains or informs. Research reports present information from a variety of reliable sources in support of a central idea.	For Writer’s Workshop: Research Report, students choose a topic then develop a strong thesis. They write a four- to five-page research report that answers questions they have asked themselves.

- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 4 Effective Paragraphs, pp. 96–125 Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117 <i>Example [Grade 8, p. 115]</i> ➡ The purpose of a persuasive paragraph is to convince readers to agree with your opinion or to take a certain course of action.	In Lesson 4.5 Types of Paragraphs: Persuasive Paragraphs, students learn the purpose of a persuasive paragraph, review tips, and analyze a writing model. In Exercise 1 Identifying Paragraphs, students locate two persuasive paragraphs in a newspaper, magazine, or on a Web site. They demonstrate their ability to support their opinion with sound reasons and evidence in Exercise 3 Writing a Persuasive Paragraph.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 10 Subject-Verb Agreement, pp. 250–267 Writing Application: Review, pp. 261–264 <i>Example [Grade 8, p. 262]</i> A review is a kind of persuasive writing that tries to convince readers to share an opinion. A review is a kind of persuasive writing, or argument, that is written in a formal style. An effective review states a claim, provides reasons to back up the claim, and supports the reasons with strong evidence.	Key Features of Writing Application: Review include a clearly stated claim, logically organized reasons, transitions, formal style, and a conclusion that follows from the argument presented. In State Your Opinion, students receive detailed guidelines for presenting a clear and concise claim or opinion as the main idea of their review. Following the guidelines are several examples learn that they need to support their opinion with reasons that are supported by evidence.
Write What You Think, pp. 49, 99, 133, 152, 200, 216, 238, 258, 310 <i>Example [Grade 8, p. 152]</i> Write a paragraph that explains your position on the question below. Support your opinion with evidence. Exchange paragraphs with a partner, and check each other’s work for fragments. Should the U.S. government fund another trip to the moon?	Write What You Think activities throughout the book help students think critically to develop clear arguments. Students write a brief response to the writing prompt that requires them to take a position. In addition, they may be instructed to incorporate a recently studied skill, such as using one introductory word or phrase and one interrupter.

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—

GENRES

The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

- (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 6 Parts of a Sentence, pp. 150–169 Writing Application: Business Letter, pp. 163–166 <i>Example [Grade 8, p. 163]</i> Business Letters Suppose that you want to apply for a job or internship. How would you go about it? One of the first things you would need to do is draft a cover letter. Cover letters are one kind of business letter. Business letters are formal letters that request a particular action or express thanks.	The Key Features and Assignment on page 163 stipulate that students use a formal style and tone for their business letter. The Be Formal section on page 165 describes formal style and gives examples of writing in informal and formal styles. The Writing Checklist on page 166 includes a reminder to check for the use of formal style.

(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.—

INQUIRY AND RESEARCH

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

- (A) generate student-selected and teacher-guided questions for formal and informal inquiry;
- (B) develop and revise a plan;
- (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- (D) identify and gather relevant information from a variety of sources;
- (E) differentiate between primary and secondary sources;
- (F) synthesize information from a variety of sources;
- (G) differentiate between paraphrasing and plagiarism when using source materials;
- (H) examine sources for:
 - (i) reliability, credibility, and bias, including omission; and
 - (ii) faulty reasoning such as bandwagon appeals, repetition, and loaded language;
- (I) display academic citations and use source materials ethically; and
- (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grammar for Writing Grade 8 Feature & Location	Description
Chapter 11 Punctuation, pp. 268–299 Writer’s Workshop: Research Report, pp. 287–295 <i>Example [Grade 8, p. 289]</i> Take Notes As you research, record key words and phrases that relate to your thesis. You may use one of these three ways to record information: • Summarize it. Restate main ideas and key details in your own words. A summary must be shorter than the original. • Paraphrase it. Restate the passage in your own words. A paraphrase can be as long as the original. • Use quotations. State facts, details, and other information in the exact words of the original. Use quotation marks.	Writer’s Workshop: Research Report provides a writing experience that requires student research. Young writers are guided carefully through each step of the process. For example: Prewriting activities include investigating topics by doing research online or at the library. Students should choose a topic that has several reliable sources of information that are readily accessible. They also learn to take notes and track their sources of information. In Drafting, students see how to cite sources using a standard format, such as that of the Modern Language Association. They learn that plagiarism is stealing another person’s words or ideas. Publishing and Presenting ideas are provided on page 295, along with Reflect on Your Writing suggestions.