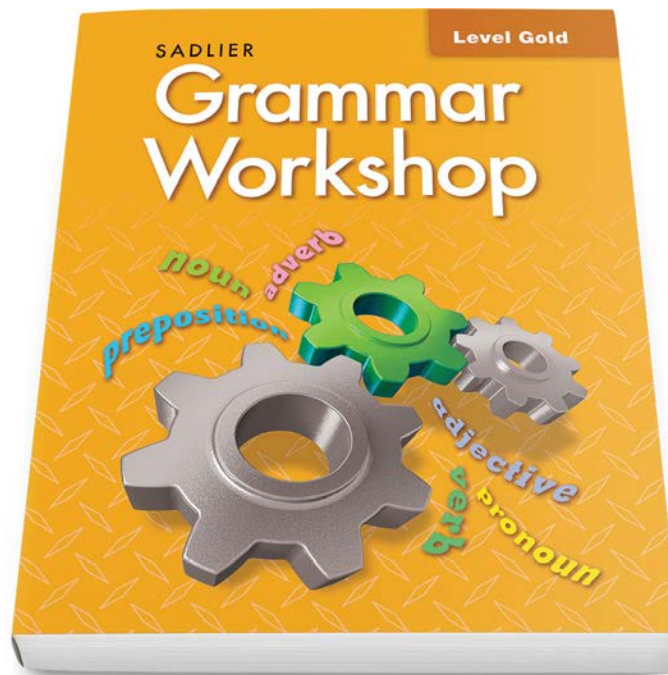


# Grammar Workshop

Correlation to the 2023 New Jersey  
Student Learning Standards for English Language Arts

**Grade 8**



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## Five Ways to Use *Grammar Workshop*

Flexible and versatile, *Grammar Workshop* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs. *Grammar Workshop* offers the following key features and support:

### 1. As a Complete Course

- Comprehensive coverage of language and writing conventions
- Research-based instructional approaches
- Thorough explanations and abundant examples
- Instruction, practice, assessment, and reteaching

### 2. As a Reference Tool

- Easy two-part organization of units and lessons
- Complete index of grammar and writing concepts
- Comprehensive glossary of terms
- Online reference tools

### 3. As a Source of Review and Practice

- Engaging and effective exercises for every lesson
- Meaningful student-centered practice and activities
- Writing exercises focused on real-life experiences and knowledge
- Unit Review activities

### 4. As a Guide for Independent and/or Small Group Learning

- Clarification of lesson topics
- Activities for working alone, with a partner, or in a small group of peers
- Annotated Literary Models
- Strategic hints, tips, and reminders

### 5. As a Tool for Test Preparations

- Test-Taking Tips
- Unit Tests in standardized-test formats
- Practice Test in every Unit Review
- Writing activities in every Unit Review to practice for writing tests

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## Key Aligned Content

### LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8	GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8
<p><b>L.SS.8.1.</b> Demonstrate command of the system and structure of the English language when writing or speaking.</p>	
<p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 21 Participles and Participial Phrases—SE pp. 93–96</li> <li>• Lesson 22 Gerunds and Gerund Phrases—SE pp. 97–100</li> <li>• Lesson 23 Infinitives and Infinitive Phrases—SE pp. 101–104</li> <li>• Unit 3 Review—SE pp. 105–108</li> </ul> <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBOOK</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>• English Learners/Striving Learners               <ul style="list-style-type: none"> <li>◦ Unit 3: Lessons 21, 22, 23—TAE p. T22</li> </ul> </li> </ul> <p><b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>• Lesson 21: Practice A/Exercise 2—TAE p. T32</li> <li>• Lesson 22: Practice A/Exercise 2—TAE p. T32</li> <li>• Lesson 23: Practice A/Exercise 2—TAE p. T32</li> </ul>
<p>B. Form and use verbs in the active and passive voice.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 20 Active and Passive Voice—SE pp. 89–92</li> <li>• Unit 3 Review—SE pp. 105–108</li> </ul> <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBOOK</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>• English Learners/Striving Learners               <ul style="list-style-type: none"> <li>◦ Unit 3: Lesson 20—TAE p. T22</li> </ul> </li> </ul> <p><b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>• Lesson 20: Practice A/Exercise 2—TAE p. T32</li> </ul>
<p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 19 Shifts in Tense—SE pp. 85–88</li> <li>• Unit 3 Review—SE pp. 105–108</li> </ul> <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBOOK</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>• English Learners/Striving Learners               <ul style="list-style-type: none"> <li>◦ Unit 3: Lesson 19—TAE p. T22</li> </ul> </li> </ul> <p><b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>• Lesson 19: Practice A/Exercise 3—TAE p. T32</li> </ul>

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8	GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8
<p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 19 Shifts in Tense—SE pp. 85–88</li> <li>• Lesson 20 Active and Passive Voice—SE pp. 89–92</li> <li>• Unit 3 Review—SE pp. 105–108</li> </ul> <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBOOK</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>• English Learners/Striving Learners               <ul style="list-style-type: none"> <li>◦ Unit 3: Lessons 19 &amp; 20—TAE p. T22</li> </ul> </li> </ul> <p><b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>• Lesson 19: Practice A/Exercise 3—TAE p. T32</li> <li>• Lesson 20: Practice A/Exercise 2—TAE p. T32</li> </ul>
<p>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 6 Punctuation</b></p> <ul style="list-style-type: none"> <li>• Lesson 37 Commas I—SE pp. 169–172</li> <li>• Lesson 38 Commas II—SE pp. 173–176</li> <li>• Lesson 39 Commas III—SE pp. 177–180</li> <li>• Lesson 42 Punctuating Dialogue—SE pp. 189–192</li> <li>• Lesson 44 Other Marks of Punctuation (dash, ellipsis)—SE pp. 197–200</li> <li>• Unit 6 Review—SE pp. 201–204</li> </ul> <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBOOK</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>• English Learners/Striving Learners               <ul style="list-style-type: none"> <li>◦ Unit 6: Lessons 37, 38, 39, 42, 44—TAE p. T25</li> </ul> </li> </ul> <p><b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>• Lesson 39: Practice A/Exercise 2—TAE p. T34</li> <li>• Lesson 42: Practice A/Exercises 1 &amp; 2—TAE pp. T34–T35</li> </ul>
<p>F. Use an ellipsis to indicate an omission.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 6 Punctuation</b></p> <ul style="list-style-type: none"> <li>• Lesson 44 Other Marks of Punctuation (ellipsis)—SE pp. 197–200</li> <li>• Unit 6 Review—SE pp. 201–204</li> </ul> <p><u>TEACHER’S ANNOTATED EDITION / TEACHER’S ANNOTATED EDITION eBOOK</u>  <b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>• English Learners/Striving Learners               <ul style="list-style-type: none"> <li>◦ Unit 6: Lesson 44—TAE p. T25</li> </ul> </li> </ul> <p><b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>• Lesson 44: Practice A/Exercise 3—TAE p. T35</li> </ul>

LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8	GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8
<p>G. Recognize spelling conventions.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 16 Regular and Irregular Verbs—SE pp. 73-76</li> <li>Unit 6 Review—SE pp. 201-204</li> </ul> <p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 4 Adjectives, Adverbs, and Other Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Lesson 25 Comparing with Adjectives and Adverbs—SE pp. 113-116</li> <li>Lesson 26 Avoiding Comparison Problems—SE pp. 117-120</li> <li>Unit 4 Review—SE pp. 137-140</li> </ul> <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBOOK</u>  <b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>Lesson 25: Practice A/Exercise 1, TAE p. T33</li> <li>Lesson 26: Practice A/Exercises 1 &amp; 3, TAE p. T33</li> </ul> <p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Unit 7 Capitalization and Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 49 Spelling Rules—SE pp. 221-224</li> <li>Lesson 50 Adding Prefixes and Suffixes—SE pp. 225-228</li> <li>Lesson 51 Forming Plurals—SE pp. 229-232</li> <li>Unit 7 Review—SE pp. 233-236</li> </ul> <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBOOK</u>  <b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>Lesson 50: Practice A/Exercise 1, TAE p. T35</li> <li>Lesson 51: Practice A/Exercise 1, TAE pp. T35-T36</li> </ul>
<p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION / STUDENT EDITION eBOOK</u>  <b>Academic Words and Phrases</b></p> <p>Throughout the program, boldface lesson vocabulary defines key academic terms.</p> <p><i>Examples:</i></p> <p>Pronouns must agree with their antecedents. An <b>antecedent</b> is the word to which the pronoun refers. (Lesson 13, SE p. 57)</p> <p>Shifts in mood are also common verb errors. <b>Mood</b> expresses attitude in a sentence. The <b>subjunctive mood</b> and the <b>conditional mood</b> often cause difficulty. (Lesson 19, SE p. 85)</p> <p>A prepositional phrase that describes a verb, an adjective, or an adverb is an <b>adverb phrase</b>. Adverb phrases tell <i>how, where, when, why, or to what extent</i>. (Lesson 29, SE p. 129)</p> <p style="text-align: right;"><i>continued</i></p>

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LANGUAGE DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8	GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>SE pp. 179–182</li> </ul> <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u></p> <p><b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>Unit 1 Vocabulary, TAE p. T20</li> <li>Unit 2 Vocabulary, TAE p. T21</li> <li>Unit 3 Vocabulary, TAE p. T22</li> <li>Unit 4 Vocabulary, TAE p. T23</li> <li>Unit 5 Vocabulary, TAE p. T24</li> <li>Unit 6 Vocabulary, TAE p. T25</li> <li>Unit 7 Vocabulary, TAE p. T26</li> </ul>
<p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u></p> <p><b>Use a Dictionary</b></p> <ul style="list-style-type: none"> <li>SE pp. 37, 38, 40, 72, 74, 77, 78, 86, 114, 165, 197, 198, 221, 222, 224, 226, 229</li> </ul>
<p>C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><u>STUDENT EDITION / STUDENT EDITION eBook</u></p> <p><b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 19 Shifts in Tense—SE pp. 85–88</li> </ul> <p><b>Writing Hint</b> Verbs have different moods. You probably use the first three quite naturally. Learn to use the last two correctly.</p> <p>Use the <b>conditional mood</b> to express something hypothetical. If I could, I would buy rare cars.</p> <p>Use the <b>subjunctive mood</b> to express a statement (such as a wish) contrary to fact. I wish I were at a car convention instead. (Lesson 19, SE p. 85)</p> <ul style="list-style-type: none"> <li>Lesson 20 Active and Passive Voice—SE pp. 89–92</li> <li>Unit 3 Review—SE pp. 105–108</li> </ul> <p><u>TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook</u></p> <p><b>Differentiating Instruction</b></p> <ul style="list-style-type: none"> <li>English Learners/Striving Learners             <ul style="list-style-type: none"> <li>Unit 3: Lessons 19 &amp; 20—TAE p. T22</li> </ul> </li> </ul> <p><b>Additional Answers</b></p> <ul style="list-style-type: none"> <li>Lesson 19: Practice A/Exercise 3—TAE p. T32</li> <li>Lesson 20: Practice A/Exercise 2—TAE p. T32</li> </ul>

## Additional Aligned Content

### WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8

GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8

**W.AW.8.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

*continued*

**STUDENT EDITION / STUDENT EDITION eBook**

**Write What You Think**

The **Write What You Think** feature integrates grammar and writing by asking students to write and support brief persuasive passages using real-life topics. These activities help students think critically to develop clear arguments.

*Examples:*

On a separate sheet of paper, write a brief response to the following question. Give reasons and evidence to support your opinion. Use at least three infinitives, and underline them.

**Should pet owners be allowed to bring their dogs or cats into restaurants or shops? Why or why not?** (Lesson 23, SE p. 102)

On a separate sheet of paper, write a paragraph of at least six sentences in which you explain your answer to the question below.

**Should schools pay students for getting good grades and high test scores?**

- 1. Use at least two words that demonstrate a spelling rule listed on the previous page.
- 2. When you have finished writing, ask a classmate to help you proofread your paragraph for spelling errors. (Lesson 49, SE p. 222)
  - o Lesson 1, SE p. 6; Lesson 15, SE p. 70; Lesson 23, SE p. 102; Lesson 30, SE p. 134; Lesson 49, SE p. 222

**Write Your Own**

**Write Your Own** encourages students to be creative as they apply what they learned by expressing an opinion based on an interesting, grade-appropriate writing prompt.

*Examples:*

**Write a review and give your opinion about a movie, play, or musical that is based on a real person.** Include two inverted sentences and two imperative sentences in your review. Remember to give the name of the show, and tell whether you would recommend that your friends see it. (Lesson 3, SE p. 16)

Imagine that you are a politician who is running for reelection. **Write a political advertisement to convince people to vote to keep you in office.** Use the collective nouns in the boxes below or use your own collective nouns. Include one sentence that uses a title that ends in -s. (Lesson 34, SE p. 156)

- o Lesson 2, SE p. 12; Lesson 3, SE p. 16; Lesson 13, SE p. 60; Lesson 18, SE p. 84; Lesson 21, SE p. 96; Lesson 23, SE p. 104; Lesson 26, SE p. 120; Lesson 34, SE p. 156; Lesson 36, SE p. 168; Lesson 38, SE p. 176; Lesson 46, SE p. 212; Lesson 51, SE p. 232

*See also*

**Writing a Review**

Write a one-paragraph review of a movie, TV show, song, book, or magazine you have recently seen, heard, or read. Explain two or three things that you like or dislike about it.

- Lesson 26, SE p. 118

*continued*



WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8

GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8

*continued*

**W.AW.8.1.** Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

*continued*

TEACHER'S ANNOTATED EDITION / TEACHER'S ANNOTATED EDITION eBook

**Write What You Think**

- Additional Answers
  - Unit 1, Lesson 15, TAE p. T31
  - Unit 3, Lesson 23, TAE p. T32
  - Unit 4, Lesson 30, TAE p. T34



## WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8

GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8

**W.IW.8.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

STUDENT EDITION / STUDENT EDITION eBook**Write What You Think**

The **Write What You Think** feature integrates grammar and writing by asking students to explain ideas and activities. These assignments help students think critically to develop clear arguments.

*Example:*

Because most of us are social and enjoy being with others, we like to join groups. However, being a member of a group can sometimes be difficult.

1. Write an expository paragraph that explains your view of the good and bad aspects of being a member of a group, team, or club.
2. Write at least seven sentences. Include details from your own experience.
3. Check your sentences for subject-verb agreement. (Lesson 34, SE p. 154)
  - Lesson 34, SE p. 154

**Write Your Own**

**Write Your Own** encourages students to apply what they learned by explaining an idea or activity described in an interesting, grade-appropriate writing prompt.

*Examples:*

Write five sentences about your favorite sport. What are the benefits of playing sports? If you don't play sports, write about another group activity that you enjoy. Use an action verb and a direct object in each sentence. Underline each action verb once and each direct object twice.

Now write five sentences that tell how to prepare to play your favorite sport or participate in your favorite group activity. Again, use an action verb and direct object in each sentence. Underline each action verb once and each direct object twice. (SE p. 24)

- Lesson 5, SE p. 24; Lesson 32, SE p. 156; Lesson 35, SE p. 168

*See also***Writing About a Chart**

Work with a partner to write six sentences based on information given in the chart below. Use at least one direct quotation. Check that you have used capital letters correctly.

- Lesson 47, SE p. 214

**Writing from Notes**

Work with a partner to write an expository paragraph based on some of the notes below. Use at least one nonessential clause and one appositive. (Lesson 39, SE p. 178)

- Lesson 22, SE p. 98; Lesson 39, SE p. 178

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 8

GRAMMAR WORKSHOP, LEVEL GOLD / GRADE 8

**W.NW.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

*continued*

STUDENT EDITION / STUDENT EDITION eBook

**Write Your Own**

**Write Your Own** encourages students to be creative as they apply what they learned by writing narratives based on an interesting, grade-appropriate writing prompt.

*Examples:*

Chose nouns from each box. Use your imagination to make up a story about an interesting place with unusual characters. You can also use nouns of your own. Be creative. (Lesson 7, SE p. 36)

Write a story about someone whose birthday wish comes true. Give details about what occurs. Be creative. Use five indefinite pronouns and include at least one inverted sentence in your story. (Lesson 33, SE p. 152)

Write a page of a play, movie, or short story about two or three characters in an interesting or unusual setting. The title acts as a doorway into the piece, so first come up with a name for your play, movie, or story. Then write your page and include conversations among your characters. (Lesson 42, SE p. 192)

Imagine that you are an explorer on a life-changing journey to an unknown area of the North Pole. You are competing with another explorer to be the first to reach this area. Write about your expedition. Use the capitalization rules from the chart on page 217. (Lesson 48, SE p. 220)

- Lesson 5, SE p. 24; Lesson 6, SE p. 28; Lesson 7, SE p. 36; Lesson 9, SE p. 44; Lesson , SE p. 128; Lesson 29, SE p. 132; Lesson 30, SE p. 136; Lesson 33, SE p. 152; Lesson 40, SE p. 188; Lesson 42, SE p. 192; Lesson 47, SE p. 216; Lesson 48, SE p. 220; Lesson 50, SE p. 220

*See also*

**Beginning a Story**

Imagine you are writing a short story set in the 1800s—perhaps about a Sioux warrior, a pioneer family, or a soldier. Write with a partner, and check for inappropriate shifts in active and passive voice. Correct any errors you find.

- Lesson 20, SE p. 90

**Writing a Description**

Imagine you are looking through a window at an unusual place you have seen or read about. Write a paragraph of at least four sentences describing what you see. (Lesson 33, SE p. 151)

- Lesson 29, SE p. 130; Lesson 33, SE p. 151

**Writing a Family History**

Suppose that you've been asked to write a short history of a family member for a magazine profile.

- Lesson 37, SE p. 170

**Writing a Story**

Write the first paragraph of a story based on the people and events in the photo. When you have finished, underline direct objects, and circle indirect objects.

- Lesson 5, SE p. 22

*continued*

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<p style="text-align: center;"><i>continued</i></p> <p><b>W.NW.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<p style="text-align: center;"><i>continued</i></p> <p><b>Writing About a Character</b> Choose a character from a favorite book. Write a short paragraph in present tense that tells what the character does. In your paragraph, include one sentence in the imperative and one in the subjunctive mood. Proofread and correct any shifts in tense or mood. • Lesson 19, SE p. 86</p> <p><b>Writing About a Photo</b> Work with a partner to write a descriptive paragraph of six to ten sentences based on the photo below. Use details from the photo and your imagination to describe a scene that could begin an adventure story. (Lesson 23, SE p. 150) • Lesson 23, SE p. 102; Lesson 33, SE p. 150</p> <p><b>Writing an E-mail</b> Write an e-mail of at least six sentences to a friend. Tell about one of your favorite musicians or musical groups. Use and underline either a predicate nominative or a predicate adjective in at least three sentences. • Lesson 6, SE p. 26</p> <p><b>Writing Dialogue</b> Work with a partner to brainstorm a dialogue between two people looking for a lost item. Write at least three sets of sentences, and use several kinds of nouns. (Lesson 7, SE p. 34) • Lesson 7, SE p. 34; Lesson 42, SE p. 190</p>
<p><b>W.WP.8.4.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.</p> <p style="text-align: center;"><i>continued</i></p>	<p><b>STUDENT EDITION / STUDENT EDITION eBook</b> Students apply newly studied language skills by working on their own or with a partner to plan and strengthen their writing, including correcting any errors in grammar, usage, spelling, mechanics, and punctuation.</p> <p><i>Examples:</i></p> <p><b>Beginning a Story</b> Imagine you are writing a short story set in the 1800s—perhaps about a Sioux warrior, a pioneer family, or a soldier. Write with a partner, and check for inappropriate shifts in active and passive voice. Correct any errors you find. (Lesson 20, SE p. 90)</p> <p><b>Editing a Paragraph</b> On a separate sheet of paper, edit the paragraph below to correct all errors in pronoun-antecedent agreement. (Lesson 13, SE p. 58)</p> <p><b>Proofreading a Paragraph</b> Work with a partner to find and correct four sentences with double negatives in the paragraph below. Write the corrected sentences on a separate sheet of paper. Note: There is more than one way to correct each double negative. (Lesson 27, SE p. 122)</p> <p><b>Proofreading a Research Report</b> Read the body paragraph below from a research report. On a separate sheet of paper, rewrite the paragraph, correcting any punctuation errors. You may add, delete, or rearrange words. (Unit 6 Review, SE p. 204)</p> <p style="text-align: center;"><i>continued</i></p>

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**W.WP.8.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

*continued*

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**Proofreading Sentences** Proofread the sentences below for incorrect comparative and superlative forms. Correct each incorrect form. If a sentence is correct, write C. (Lesson 25, SE p. 114)

**Writing Dialogue** [To students] Work with a partner to write a dialogue between two people who have different points of view on a subject. [To teacher] Encourage students to brainstorm before they begin writing their dialogue. (Lesson 42, SE p. 190)

**Proofreading Symbols**

- Review Unit 1, SE p. 32; Review Unit 2, SE p. 67; Lesson 36, SE p. 167; Lesson 37, SE p. 171; Lesson 38, SE p. 175; Lesson 39, SE p. 179; Lesson 40, SE p. 182, 183; Lesson 41, SE p. 186, 187; Lesson 42, SE p. 191; Lesson 44, SE p. 199; Lesson 45, SE p. 206, 207; Lesson 45, SE p. 208; Lesson 46, SE p. 211; Lesson 47, SE p. 215; Lesson 48, SE p. 219; Review Unit 7, SE pp. 235–236

ANNOTATED TEACHER'S EDITION / ANNOTATED TEACHER'S EDITION eBOOK

**Proofreading Checklist**

A master **Proofreading Checklist** includes three sections of editing questions—Grammar and Usage, Punctuation and Capitalization, and Spelling.

A printable version is available online at SadlierConnect.com.

- o TAE p. T30

See also

STUDENT EDITION / STUDENT EDITION eBOOK

**Adding Prefixes and Suffixes**

- Lesson 50, SE p. 226, 227

**Adding Punctuation Marks**

- Lesson 44, SE p. 199

**Analyzing Your Writing**

- Lesson 49, SE p. 222

**Avoiding Shifts in Tense**

- Lesson 19, SE p. 87

**Combining Sentences**

- Lesson 4, SE pp. 18, 19

**Completing Sentences**

- Review Unit 1, SE p. 31; Lesson 12, SE p. 54

**Correcting Capitalization Errors**

- Lesson 47, SE p. 215; Lesson 48, SE p. 219

**Revising a Poem**

- Review Unit 3, SE p. 108

**Editing a Paragraph**

- Lesson 10, SE p. 46; Lesson 13, SE p. 58; Lesson 28, SE p. 126; Lesson 32, SE p. 146

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<p style="text-align: center;"><i>continued</i></p> <p><b>W.WP.8.4.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Editing for Mood and Tense</b></p> <ul style="list-style-type: none"> <li>Lesson 19, SE p. 87</li> </ul> <p><b>Editing Sentences</b></p> <ul style="list-style-type: none"> <li>Lesson 11, SE p. 51; Lesson 12, SE p. 55; Lesson 26, SE p. 118, 119; Lesson 27, SE p. 121; Lesson 31, SE p. 142; Lesson 44, SE p. 198</li> </ul> <p><b>Proofreading a Friendly Letter</b></p> <ul style="list-style-type: none"> <li>Lesson 38, SE p. 174</li> </ul> <p><b>Proofreading a Literary Analysis</b></p> <ul style="list-style-type: none"> <li>Review Unit 2, SE pp. 67–68</li> </ul> <p><b>Proofreading a Paragraph</b></p> <ul style="list-style-type: none"> <li>Lesson 12, SE p. 54; Lesson 27, SE p. 122, 123; Lesson 36, SE p. 166; Lesson 37, SE p. 171; Lesson 45, SE p. 206, 207; Lesson 46, SE p. 211</li> </ul> <p><b>Proofreading a Passage</b></p> <ul style="list-style-type: none"> <li>Lesson 13, SE p. 59</li> </ul> <p><b>Proofreading an Article</b></p> <ul style="list-style-type: none"> <li>Lesson 50, SE p. 226</li> </ul> <p><b>Proofreading and Evaluating a Timed Essay</b></p> <ul style="list-style-type: none"> <li>Review Unit 7, SE pp. 235–236</li> </ul> <p><b>Proofreading Dialogue</b></p> <ul style="list-style-type: none"> <li>Lesson 42, SE p. 191</li> </ul> <p><b>Proofreading for Adjectives and Adverbs</b></p> <ul style="list-style-type: none"> <li>Lesson 25, SE p. 115</li> </ul> <p><b>Proofreading for Commas</b></p> <ul style="list-style-type: none"> <li>Lesson 37, SE p. 169; Lesson 38, SE p. 175; Lesson 39, SE p. 179</li> </ul> <p><b>Proofreading for Hyphens and Dashes</b></p> <ul style="list-style-type: none"> <li>Lesson 44, SE p. 199</li> </ul> <p><b>Proofreading for Irregular Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 17, SE p. 79</li> </ul> <p><b>Proofreading for Plurals</b></p> <ul style="list-style-type: none"> <li>Lesson 51, SE p. 231</li> </ul> <p><b>Proofreading for Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 50, SE p. 227</li> </ul> <p><b>Proofreading Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 35, SE p. 159; Lesson 36, SE p. 167</li> </ul> <p><b>Proofreading Sentences</b></p> <ul style="list-style-type: none"> <li>Lesson 10, SE p. 47; Lesson 25, SE p. 114; Lesson 33, SE p. 150; Lesson 40, SE p. 182, 183; Lesson 41, SE p. 186, 187; Lesson 43, SE p. 195; Lesson 47, SE p. 214; Lesson 48, SE p. 218; Lesson 49, SE p. 222</li> </ul> <p style="text-align: center;"><i>continued</i></p>

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<p style="text-align: center;"><i>continued</i></p> <p><b>W.WP.8.4.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Revising a Paragraph</b></p> <ul style="list-style-type: none"> <li>Lesson 14, SE p. 62</li> </ul> <p><b>Revising Sentence Fragments</b></p> <ul style="list-style-type: none"> <li>Lesson 1, SE p. 7</li> </ul> <p><b>Revising Sentences</b></p> <ul style="list-style-type: none"> <li>Lesson 31, SE p. 143; Lesson 32, SE p. 147; Lesson 33, SE p. 151; Lesson 34, SE p. 155</li> </ul> <p><b>Rewriting Sentences</b></p> <ul style="list-style-type: none"> <li>Lesson 3, SE p. 14; Lesson 28, SE p. 127</li> </ul>
<p><b>W.WR.8.5.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>N/A</p>
<p><b>W.SE.8.6.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>N/A</p>

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**W.RW.8.7.** Write routinely over extended time frames (time for research, reflection, metacognition/ selfcorrection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

WRITE ROUTINELY OVER EXTENDED TIME FRAMES

STUDENT EDITION / STUDENT EDITION eBook

**Write Your Own**

**Write Your Own** encourages students to apply what they learned by writing full-page passages based on an interesting, grade-appropriate writing prompt.

*Example:*

Have you ever cooked a meal with a friend or sibling? Write about your experience, or use your imagination if you haven't had this experience. Use sentences that show amounts, such as a percentage, a measurement, or a period of time. Also include sentences that use the verb don't or doesn't. (Lesson 35, SE p. 160)

- o Lesson 1, SE p. 8; Lesson 2, SE p. 12; Lesson 3, SE p. 16; Lesson 5, SE p. 24; Lesson 6, SE p. 28; Lesson 7, SE p. 36; Lesson 9, SE p. 44; Lesson 13, SE p. 60; Lesson 14, SE p. 64; Lesson 15, SE p. 72; Lesson 18, SE p. 84; Lesson 21, SE p. 96; Lesson 22, SE p. 96; Lesson 23, SE p. 104; Lesson 24, SE p. 112; Lesson 26, SE p. 120; Lesson , SE p. 128; Lesson 29, SE p. 132; Lesson 30, SE p. 136; Lesson 31, SE p. 144; Lesson 33, SE p. 152; Lesson 34, SE p. 156; Lesson 35, SE p. 160; Lesson 36, SE p. 168; Lesson 37, SE p. 172; Lesson 38, SE p. 176; Lesson 39, SE p. 180; Lesson 40, SE p. 188; Lesson 42, SE p. 192; Lesson 44, SE p. 200; Lesson 45, SE p. 208; Lesson 46, SE p. 212; Lesson 47, SE p. 216; Lesson 48, SE p. 220; Lesson 50, SE p. 220; Lesson 51, SE p. 232

WRITE ROUTINELY OVER SHORTER TIME FRAMES

STUDENT EDITION / STUDENT EDITION eBook

**Write What You Think**

The **Write What You Think** feature integrates grammar and writing by asking students to write and support brief passages using real-life topics. These activities help students think critically to develop clear arguments.

*Example:*

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? (Lesson 1, SE p. 6)

- o Lesson 1, SE p. 6; Lesson 15, SE p. 70; Lesson 23, SE p. 102; Lesson 30, SE p. 134; Lesson 34, SE p. 154; Lesson 49, SE p. 222

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*continued*

**W.RW.8.7.** Write routinely over extended time frames (time for research, reflection, metacognition/ selfcorrection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

*continued*

**Write Your Own**

For many **Write Your Own** exercises, students apply the lesson skill by composing short responses to a skill-specific prompt.

*Example:*

Write three sentences about the benefits of teamwork. Use a subject pronoun and/or an object pronoun in each sentence. If you use a plural pronoun, be sure the pronoun agrees with its antecedent. (Lesson 10, SE p. 48)

- Lesson 4, SE p. 20; Lesson 8, SE p. 40; Lesson 10, SE p. 48; Lesson 11, SE p. 52; Lesson 12, SE p. 52; Lesson 16, SE p. 76; Lesson 17, SE p. 80; Lesson 18, SE p. 88; Lesson 20, SE p. 92; Lesson 25, SE p. 116; Lesson 27, SE p. 124; Lesson 32, SE p. 148; Lesson 41, SE p. 188; Lesson 43, SE p. 196; Lesson 49, SE p. 224

*See also*

**Writing Paragraphs**

*Example:*

Write a paragraph of at least four sentences about a person, place, or event in American history that interests you. Include a variety of prepositional phrases. (Lesson 29, SE p. 131)

- Lesson 2, SE p. 10; Lesson 6, SE p. 27; Lesson 21, SE p. 94, 95; Lesson 23, SE p. 103; Lesson 29, SE p. 131; Lesson 43, SE p. 194; Lesson 44, SE p. 198; Lesson 46, SE p. 210; Lesson 48, SE p. 218

**Writing Sentences**

*Example:*

Write the comparative and superlative forms of the following modifiers. Use each word in a sentence. You may use a dictionary to check spellings. (Lesson 25, SE p. 114)

- Lesson 5, SE p. 23; Lesson 25, SE p. 114; Lesson 30, SE p. 135; Lesson 34, SE p. 153, 155; Lesson 35, SE p. 158; Lesson 36, SE p. 166; Lesson 41, SE p. 186