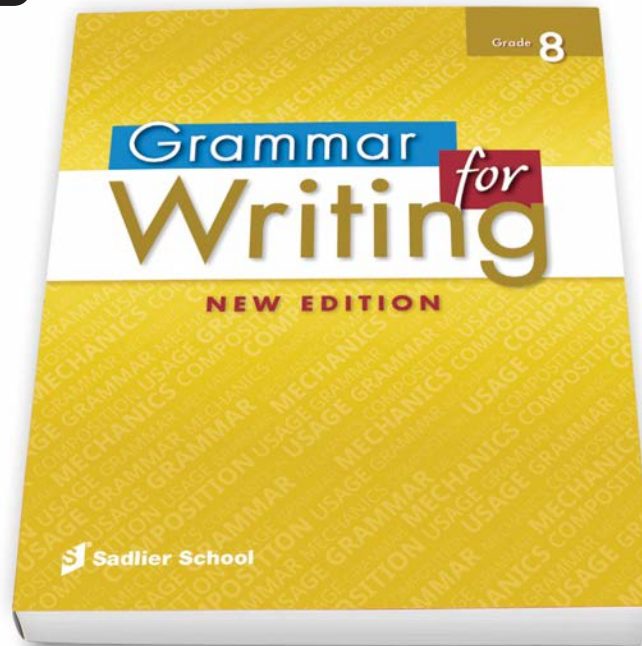


# Grammar for Writing

New Edition

Correlation to Georgia's Standards for English Language Arts

Grade 8



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## Five Ways to Use *Grammar for Writing*

Flexible and versatile, *Grammar for Writing* 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 for Writing* 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
  - Full array of components
- 2. As a Reference Tool**
  - Easy two-part organization of chapters and lessons
  - Complete index of grammar and writing concepts
  - List of Commonly Confused Words
  - Online reference tools
- 3. As a for Guide for Independent and/or Small Group Learning**
  - Clarification of lesson topics
  - Explanatory charts and graphic organizers
  - Annotated Professional Models and Student Writing Models
  - Activities for Working Together
  - Strategic hints, tips, and reminders
- 4. As a Source of Review and Practice**
  - Engaging and effective exercises for every lesson
  - Meaningful student-centered practice and activities
  - Writing Workshops, including writing to sources
  - Chapter Review activities
  - Revising and Editing Worksheets
  - Editing and Proofreading Worksheets
  - Cumulative Review activities
- 5. As a Tool for Test Preparations**
  - Standardized-test practice section
  - Tests in standardized-test formats
  - Practice Test in every Chapter Review
  - Additional assessment online and in Test Booklet
  - Test-taking tips

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 8.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.GC.1.50 Mechanics:</b> Use ellipses appropriately.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation—SE pp. 285–286</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T39</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Solve It!</li> </ul>
<p><b>8.L.GC.1.51 Mechanics:</b> Use hyphens with appropriate affixes and compound words.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation—SE pp. 285–286</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T39</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Solve It!</li> </ul>
<p><b>8.L.GC.1.52 Mechanics:</b> Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences.</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons and Colons—SE pp. 277–278</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T9</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons and Colons</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Solve It!</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 8.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.GC.1.53 Grammar, Mechanics:</b> Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 7 Nouns and Pronouns</b></p> <ul style="list-style-type: none"> <li>Lesson 7.1 Using Nouns—SE pp. 171-172</li> <li>Lesson 7.2 Compound and Collective Nouns—SE pp. 173-174</li> <li>Lesson 7.3 Using Pronouns—SE pp. 175-176</li> <li>Lesson 7.4 Subject and Object Pronouns—SE pp. 177-178</li> </ul> <p><b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.1 Using Verbs—SE pp. 199-200</li> <li>Lesson 8.2 Regular and Irregular Verbs—SE pp. 201-202</li> <li>Lesson 8.3 More Irregular Verbs—SE pp. 203-204</li> <li>Lesson 8.7 Participles and Participial Phrases—SE pp. 211-212</li> <li>Lesson 8.8 Gerunds and Gerund Phrases—SE pp. 213-214</li> <li>Lesson 8.9 Infinitives and Infinitive Phrases—SE pp. 215-216</li> </ul> <p><b>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Lesson 9.1 Using Adjectives and Adverbs—SE pp. 225-226</li> <li>Lesson 9.6 Using Prepositions and Prepositional Phrases—SE pp. 235-236</li> </ul>
<p><b>8.L.GC.1.53 Grammar, Mechanics:</b> Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).</p> <p>Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>TEACHER'S EDITION</u></p> <p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T35</li> </ul> <p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T36</li> </ul> <p><b>Chapter 9</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T37</li> </ul> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 7</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 7.1 Using Nouns</li> <li>Lesson 7.2 Compound and Collective Nouns</li> <li>Lesson 7.3 Using Pronouns</li> <li>Lesson 7.4 Subject and Object Pronouns</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 7.1 Solve It!</li> <li>Lesson 7.2 Solve It!</li> <li>Lesson 7.3 Solve It!</li> <li>Lesson 7.4 Solve It!</li> </ul> <p><b>Chapter 8</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 8.1 Using Verbs</li> <li>Lesson 8.2 Regular and Irregular Verbs</li> <li>Lesson 8.3 More Irregular Verbs</li> <li>Lesson 8.7 Participles and Participial Phrases</li> <li>Lesson 8.8 Gerunds and Gerund Phrases</li> <li>Lesson 8.9 Infinitives and Infinitive Phrases</li> </ul> <p style="text-align: right;"><i>continued</i></p>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 8.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

**8.L.GC.1.53 Grammar, Mechanics:** Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier).

Grade 5 (Introduce) / Grade 6 (Introduce) / Grade 7 (Continue) / Grade 8 (Master)

*continued*

**Games**

- Lesson 8.1 Solve It!
- Lesson 8.2 Solve It!
- Lesson 8.3 Solve It!
- Lesson 8.7 Solve It!
- Lesson 8.8 Solve It!
- Lesson 8.9 Solve It!

**Chapter 9**

**Student Practice**

- Lesson 9.1 Using Adjectives and Adverbs
- Lesson 9.6 Using Prepositions and Prepositional Phrases

**Games**

- Lesson 9.1 Solve It!
- Lesson 9.6 Solve It!

**8.L.GC.1.54 Mechanics:** Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.

Grade 5 (Introduce) / Grade 6 (Continue) / Grade 7 (Continue) / Grade 8 (Continue) / Grade 9 (Master)

STUDENT EDITION

**Chapter 4 Writing Workshops**

Use parenthetical citations wherever you make reference to a source in your paper. Each citation should include the author and page number of your source. (SE p. 86)

- Lesson 4.6 Expository Writing: Research Paper—SE pp. 78–88

**Chapter 11 Punctuation**

- Lesson 11.1 End Marks and Abbreviations—SE pp. 269–270
- Lesson 11.2 Commas I—SE pp. 271–272
- Lesson 11.3 Commas II—SE pp. 273–274
- Lesson 11.4 Commas III—SE pp. 275–276
- Lesson 11.6 Quotation Marks and Italics—SE pp. 279–280
- Lesson 11.9 Other Marks of Punctuation (parentheses)—SE pp. 285–286

**Chapter 12 Capitalization and Spelling**

- Lesson 12.1 Names and Titles of People—SE pp. 301–302
- Lesson 12.2 Geographical Names—SE pp. 303–304
- Lesson 12.3 Quotations, Organizations, and Titles—SE pp. 305–306
- Lesson 12.4 Other Capitalization Rules—SE pp. 307–308

TEACHER'S EDITION

**Chapter 11**

- Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T39

**Chapter 12**

- Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T40

DIGITAL RESOURCES\*

**Chapter 11**

**Student Practice**

- Lesson 11.1 End Marks and Abbreviations
- Lesson 11.2 Commas I
- Lesson 11.3 Commas II
- Lesson 11.4 Commas III
- Lesson 11.6 Quotation Marks and Italics
- Lesson 11.9 Other Marks of Punctuation

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DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 8.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.GC.1.54 Mechanics:</b> Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence.</p> <p>Grade 5 (Introduce) / Grade 6 (Continue) / Grade 7 (Continue) / Grade 8 (Continue) / Grade 9 (Master)</p>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.1 Solve It!</li> <li>Lesson 11.2 Solve It!</li> <li>Lesson 11.3 Solve It!</li> <li>Lesson 11.4 Solve It!</li> <li>Lesson 11.6 Solve It!</li> <li>Lesson 11.9 Solve It!</li> </ul> <p><b>Chapter 12</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.1 Names and Titles of People</li> <li>Lesson 12.2 Geographical Names</li> <li>Lesson 12.3 Quotations, Organizations, and Titles</li> <li>Lesson 12.4 Other Capitalization Rules</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 12.1 Solve It!</li> <li>Lesson 12.2 Solve It!</li> <li>Lesson 12.3 Solve It!</li> <li>Lesson 12.4 Solve It!</li> </ul>
<p><b>8.L.GC.1.55 Grammar:</b> Use demonstrative pronouns.</p> <p>Grade 7 (Master)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 7 Nouns and Pronouns</b></p> <ul style="list-style-type: none"> <li>Lesson 7.3 Using Pronouns—SE pp. 175–176</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Chapter 7</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T35</li> </ul> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 7</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 7.3 Using Pronouns</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 7.3 Solve It!</li> </ul>
<p><b>8.L.GC.1.56 Mechanics:</b> Use colons to introduce lists, examples, and explanations.</p> <p>Grade 7 (Introduce) / Grade 8 (Master)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons and Colons—SE pp. 277–278</li> </ul> <p><u>TEACHER'S EDITION</u></p> <p><b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T39</li> </ul> <p><u>DIGITAL RESOURCES*</u></p> <p><b>Chapter 11</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Semicolons and Colons</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 11.5 Solve It!</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 8.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.GC.1.57 Usage:</b> Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function.</p> <p>Grade 7 (Introduce) / Grade 8 (Introduce) / Grade 9 (Master)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 3 Sentence Variety and Structure</b>            • Lesson 3.5 Using Phrases—SE pp. 77–79  <b>Chapter 8 Verbs</b>            • Lesson 8.7 Participles and Participial Phrases—SE pp. 211–212            • Lesson 8.8 Gerunds and Gerund Phrases—SE pp. 213–214            • Lesson 8.9 Infinitives and Infinitive Phrases—SE pp. 215–216</p> <p><u>TEACHER'S EDITION</u>  <b>Chapter 3</b>            • Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T31  <b>Chapter 8</b>            • Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T36</p> <p><u>DIGITAL RESOURCES*</u>  <b>Chapter 8</b>  <b>Student Practice</b>            • Lesson 8.7 Participles and Participial Phrases            • Lesson 8.8 Gerunds and Gerund Phrases            • Lesson 8.9 Infinitives and Infinitive Phrases  <b>Games</b>            • Lesson 8.7 Solve It!            • Lesson 8.8 Solve It!            • Lesson 8.9 Solve It!</p>
<p><b>8.L.GC.1.58 Usage:</b> Use tenses and aspects to indicate the mood of a verb.</p> <p>Grade 8 (Introduce) / Grade 9 (Master)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 8 Verbs</b>            • Lesson 8.4 Simple and Perfect Tenses—SE pp. 205–206            • Lesson 8.5 Shifts in Tense—SE pp. 207–208</p> <p><u>TEACHER'S EDITION</u>  <b>Chapter 8</b>            • Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T36</p> <p><u>DIGITAL RESOURCES*</u>  <b>Chapter 8</b>            • Student Practice: Lesson 8.4 Simple and Perfect Tenses            • Student Practice: Lesson 8.5 Shifts in Tense</p>
<p><b>8.L.GC.1.59 Mechanics:</b> Use colons to introduce quotations.</p> <p>Grade 8 (Introduce) / Grade 9 (Master)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 11 Punctuation</b>            • Lesson 11.5 Semicolons and Colons—SE pp. 277–278</p> <p><u>TEACHER'S EDITION</u>  <b>Chapter 11</b>            • Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T39</p> <p><u>DIGITAL RESOURCES*</u>  <b>Chapter 11</b>            • Student Practice: Lesson 11.5 Semicolons and Colons</p>

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

## 8.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.GC.1.60 Mechanics:</b> Use dashes appropriately. Grade 8 (Introduce) / Grade 9 (Continue) / Grade 10 (Master)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Lesson 11.9 Other Marks of Punctuation (dash)—SE pp. 285–286</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T39</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 11</b></p> <ul style="list-style-type: none"> <li>Student Practice: Lesson 11.9 Other Marks of Punctuation</li> </ul>
<p><b>8.L.GC.1.61 Grammar, Usage, Mechanics:</b> Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. Grade 8 (Introduce) / Grade 9 (Continue) / Grade 10 (Master)</p>	<p><i>Grammar for Writing</i>, Grade 8</p>



DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 8.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 8.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 8.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 8.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 8.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 8.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 8.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 8.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 8.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

#### STUDENT EDITION

#### Chapter 1 The Writing Process

- Lesson 1.1 Prewriting—SE pp. 9–11
  - Techniques
  - Writing Model
  - Generating Topic Ideas
  - Narrowing a Topic
  - Deciding on Purpose and Audience
  - Collecting Details
- Lesson 1.2 Drafting—SE pp. 12–13
  - Organize
  - Annotated Writing Model
  - Writing a Draft
- Lesson 1.3 Revising—SE pp. 14–16
  - Six Traits of Good Writing
  - Annotated Writing Model
  - Revising a Paragraph
  - Revising with a Peer
- Lesson 1.4 Editing and Proofreading—SE pp. 17–19
  - Editing and Proofreading Checklist
  - Use a Computer (online dictionary/spell checker)
  - Proofreading Symbols
  - Annotated Writing Model
  - Proofreading a Draft
  - Editing and Proofreading Your Writing
- Lesson 1.5 Publishing and Presenting—SE pp. 20–21
  - Creating a Portfolio
  - Making a Presentation
  - Publishing Your Work

#### Chapters 1, 3, 5, 7, 9, 11

#### Writer's Workshop

**Writer's Workshops** guide students through each step of the writing process, offering step-by-step instruction, Writing Models, Writing Tips, Revising Checklists, and Editing and Proofreading Checklists.

- Chapter 1 Writer's Workshop: Personal Narrative—SE pp. 22–28
- Chapter 3 Writer's Workshop: Compare-Contrast Essay—SE pp. 86–92
- Chapter 5 Writer's Workshop: Persuasive Essay—SE pp. 140–146
- Chapter 7 Writer's Workshop: Literary Analysis—SE pp. 187–193
- Chapter 9 Writer's Workshop: Cause-Effect Essay—SE pp. 239–245
- Chapter 11 Writer's Workshop: Research Report—SE pp. 287–295

#### Chapters 1–12

Exercises in lessons throughout the program help students develop and improve their writing skills by focusing on key steps of the writing process.

#### Planning

**Lesson Exercises:** Exercise 1 Generating Topic Ideas, p. 10; Exercise 2 Narrowing a Topic, p. 11; Exercise 3 Deciding on Purpose and Audience, p. 11; Exercise 4 Collecting Details, p. 11; Exercise 3 Writing from Notes, p. 35; Exercise 2 Beginning a Story, p. 210

*continued*

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 8.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

- 8.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 8.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 8.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 8.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 8.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 8.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 8.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 8.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

*continued*

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### Initial Draft/Writing

**Lesson Exercises:** Exercise Writing a Draft, p. 13; Exercise 3 Writing a Paragraph, p. 46; Exercise 3 Writing Reviews, p. 52; Exercise 3 Writing a Poem, p. 55; Exercise 2 Writing a Public Service Announcement, p. 67; Exercise 3 Writing Sentences, p. 73; Exercise 3 Writing Sentences, p. 76; Exercise 3 Writing a Summary, p. 79; Exercise 2 Writing a Paragraph, p. 99; Exercise 2 Writing a Paragraph, p. 101; Exercise 3 Writing a Paragraph from Notes, p. 102; Exercise 2 Writing from Notes, p. 104; 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 2 Writing a Descriptive Paragraph, p. 114; Exercise 3 Writing a Narrative Paragraph, p. 114; Exercise 2 Writing an Expository Paragraph, p. 117; Exercise 3 Writing a Persuasive Paragraph, p. 117; Exercise 2 Writing Thesis Statements, p. 130; Exercise 1 Creating Strong Introductions, p. 132; Exercise 2 Writing a Thesis, or Claim, p. 132; Exercise 3 Writing an Introduction, p. 133; Exercise 2 Supporting the Thesis, or Claim, p. 136; Exercise 3 Writing a Conclusion, p. 139; Exercise 2 Writing a Paragraph, p. 154; Exercise 2 Writing a Story, p. 160; Exercise 3 Writing an E-Mail, p. 162; Exercise 3 Writing Dialogue, p. 172; Exercise 3 Writing Paragraphs, p. 178; Exercise 3 Writing About a Character, p. 207; Exercise 2 Writing a Paragraph, p. 212; Exercise 2 Writing from Notes, p. 214; Exercise 2 Writing About a Photo, p. 216; Exercise 1 Writing Sentences, p. 228; Exercise 3 Writing a Review, p. 230; Exercise 3 Writing a Description, p. 236; 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 a Family History, p. 272; Exercise 2 Writing from Notes, p. 276; Exercise 2 Writing Sentences, p. 280; Exercise 2 Writing Dialogue, p. 282; Exercise 2 Writing a Paragraph, p. 284; Exercise 3 Writing a Paragraph, p. 286; Exercise 2 Writing a Paragraph, p. 304; Exercise 3 Writing About a Chart, p. 306; Exercise 2 Writing a Paragraph, p. 308

### Revising and Rewriting

**Lesson Exercises:** Exercise 1 Revising a Paragraph, p. 16; Exercise 2 Revising with a Peer, p. 16; Exercise Reflect on Your Writing, p. 28; Exercise 1 Recognizing Run-on Sentences, p. 37; Exercise 2 Correcting a Run-on Sentence, p. 38; Exercise 3 Improving Your Writing, p. 41; Exercise 1 Revising Stringy Sentences, p. 43; Exercise 1 Revising Wordy Sentences, p. 45; Exercise 2 Revising a Paragraph, p. 46; Exercise 1 Adding Colorful Language, p. 48; Exercise 2 Improving Your Own Writing, p. 49; Exercise 1 Identifying and Using Synonyms, p. 51; Exercise 2 Revising Sentences, p. 52; Exercise 3 Emphasizing Details, p. 67; Exercise 4 Revising a Passage, p. 67; Exercise 1 Revising Sentences, p. 69; Exercise 2 Revising an Application Letter, p. 70; Exercise 3 Improving Your Own Writing, p. 70; Exercise 2 Revising for Sentence Variety, p. 76; Exercise 2 Improving Your Own Writing, p. 81; Exercise 2 Finding and Revising Examples, p. 83; Exercise 1 Analyzing Paragraphs, p. 98; Exercise 1 Analyzing a Model, p. 101; Exercise 1 Revising a Paragraph, p. 104; Exercise 2 Revising a Paragraph, p. 108; Exercise 1 Improving a Paragraph, p. 110; Exercise 1 Organizing an Essay, p. 128; Exercise 1 Evaluating the Thesis, or Claim, p. 130; Exercise 4 Revising an Introduction, p. 133; Exercise 1 Revising a Body Paragraph, p. 136; Exercise 2 Analyzing a Conclusion, p. 138; Exercise 2 Rewriting Sentences, p. 156; Exercise 2 Revising with Pronouns, p. 176; Exercise 2 Revising a Paragraph, p. 186; Exercise 2 Analyzing Your Writing, p. 310

**Chapter Reviews:** D. Revising a Character Sketch, p. 63; D. Revising a Compare-Contrast Essay, p. 95; D. Revising a Summary, p. 125; D. Revising a Persuasive Essay, p. 149; D. Revising a Poem, p. 223

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DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

## 8.P.EICC.4 Writing Processes

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

- 8.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 8.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 8.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 8.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 8.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 8.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 8.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 8.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

#### Editing and Proofreading

**Lesson Exercises:** Exercise 1 Proofreading a Draft, p. 19; Exercise 2 Editing and Proofreading Your Writing, p. 19; Exercise 2 Correcting Sentence Fragments, p. 34; Exercise 4 Editing an Invitation, p. 35; Exercise 3 Editing a Speech, p. 38; Exercise 1 Making Sentences Parallel, p. 39; Exercise 2 Using Parallel Structure, p. 41; Exercise 2 Using Figures of Speech, p. 54; Exercise 1 Varying Sentence Length, p. 66; Exercise 1 Combining Sentences, p. 81; Exercise 1 Combining Sentences, p. 82; Exercise 1 Combining Sentences, p. 84; Exercise 2 Using Subordinate Clauses, p. 85; Exercise 2 Combining Sentences, p. 158; Exercise 2 Editing a Paragraph, p. 178; Exercise 1 Choosing Who or Whom, p. 180; Exercise 2 Proofreading a Paragraph, p. 182; Exercise 2 Editing a Paragraph, p. 184; Exercise 1 Correcting Verb Forms, p. 204; Exercise 1 Making Tenses Consistent, p. 207; Exercise 2 Correcting Verb Tenses, p. 207; Exercise 2 Proofreading Sentences, p. 228; Exercise 2 Editing Sentences, p. 230; Exercise 1 Editing Sentences, p. 231; Exercise 2 Proofreading a Paragraph, p. 232; Exercise 2 Editing a Paragraph, p. 234; Exercise 2 Editing Sentences, p. 252; Exercise 2 Editing a Paragraph, p. 254; Exercise 1 Proofreading Sentences, p. 256; Exercise 1 Proofreading a Paragraph, p. 269; Exercise 1 Proofreading for Commas, p. 271; Exercise 1 Adding Commas, p. 273; Exercise 2 Proofreading a Friendly Letter, p. 274; Exercise 1 Adding Commas, p. 275; Exercise 1 Proofreading Sentences, p. 278; Exercise 2 Using Semicolons and Colons, p. 278; Exercise 1 Proofreading Sentences, p. 280; Exercise 1 Punctuating Dialogue, p. 282; Exercise 1 Correcting Apostrophe Errors, p. 284; Exercise 1 Adding Hyphens, p. 286; Exercise 2 Editing Sentences, p. 286; Exercise 1 Capitalizing Names and Titles, p. 301; Exercise 2 Proofreading a Paragraph, p. 302; Exercise 1 Adding Capital Letters, p. 303; Exercise 1 Adding Capital Letters, p. 306; Exercise 2 Proofreading Sentences, p. 306; Exercise 1 Proofreading Sentences, p. 308; Exercise 1 Proofreading Sentences, p. 310; Exercise 2 Proofreading an Article, p. 312; Exercise 2 Choosing Plural Forms, p. 314

**Chapter Reviews:** D. Proofreading a Personal Narrative, p. 31; C. Analyzing and Editing a Business Letter, p. 169; D. Proofreading a Literary Analysis, p. 196; D. Editing a Cause-Effect Essay, p. 249; C. Editing and Analyzing a Review, p. 267; B. Punctuating Sentences, p. 298; D. Proofreading a Research Report, p. 299; B. Correcting Capitalization and Spelling Errors, p. 321

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 8.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.P.AC.1.a</b> Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> <b>Chapters 1, 3, 5, 7, 9, 11</b> <b>Writer's Workshop</b> The <b>Writer's Workshop</b> lessons explain genre-specific elements that should be featured in the student writing assignment. Key Features lists genre-specific elements. The Authentic Writing box focuses student attention on the clearly defined Task, Purpose, and Audience.</p> <ul style="list-style-type: none"> <li>Chapter 1 Writer's Workshop: Personal Narrative—SE pp. 22-28</li> <li>Chapter 3 Writer's Workshop: Compare-Contrast Essay—SE pp. 86-92 <b>Literary Model/Reading as a Writer</b> Sample exercise: 2. What persuasive techniques does President Kennedy use? (SE p. 145)</li> <li>Chapter 5 Writer's Workshop: Persuasive Essay—SE pp. 140-146 <b>Literary Model/Reading as a Writer</b> Sample exercise: 2. What persuasive techniques does President Kennedy use? (SE p. 145)</li> <li>Chapter 7 Writer's Workshop: Literary Analysis—SE pp. 187-193</li> <li>Chapter 9 Writer's Workshop: Cause-Effect Essay—SE pp. 239-245</li> <li>Chapter 11 Writer's Workshop: Research Report—SE pp. 287-295</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapters 1, 3, 5, 7, 9, 11</b> <b>Writer's Workshop</b> Students examine notes in the margin adjacent to underscored phrases and sentences in the two-page <b>Writing Model</b> to better understand how specific elements support the text's purpose.</p> <ul style="list-style-type: none"> <li>Chapter 1 Personal Narrative: "The Best Worst Barbecue"</li> <li>Chapter 3 Compare-Contrast Essay: "Great Expectations: Novel vs. Movie"</li> <li>Chapter 5 Persuasive Essay: "Current Events and Future Citizens"</li> <li>Chapter 7 Literary Analysis: "More Than a Nickname"</li> <li>Chapter 9 Cause-Effect Essay: "Causes and Effects of the Dust Bowl"</li> <li>Chapter 11 Research Report: "Willa Cather and Nebraska"</li> </ul> <p><b>Chapters 1-12</b> <b>Writing Rubrics</b> The <b>Writing Rubrics</b> are checklists with elements specific to different text types and purposes.</p> <ul style="list-style-type: none"> <li>Persuade</li> <li>Convey Experience</li> <li>Informative/Explanatory Writing</li> </ul>
<p><b>8.P.AC.1.b</b> Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.5 Wordy Sentences—SE pp. 44-46</li> <li>Lesson 2.6 Colorful Language—SE pp. 47-49</li> <li>Lesson 2.7 Denotation and Connotation—SE pp. 50-52</li> <li>Lesson 2.8 Figurative Language—SE pp. 53-55 <b>Literary Model/Reading as a Writer</b> Sample exercise: 2. Where does the writer use a metaphor? Explain what is being compared. (SE p. 54)</li> </ul>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 8.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.P.AC.1.c</b> Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)</p>	<p><b>STUDENT EDITION</b>  <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.1 Sentence Fragments—SE pp. 33–35</li> <li>Lesson 2.2 Run-on Sentences—SE pp. 36–38</li> <li>Lesson 2.3 Parallel Structure—SE pp. 39–41</li> <li>Lesson 2.4 Stringy Sentences—SE pp. 42–43</li> </ul> <p><b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>Lesson 3.1 Varying Sentence Length—SE pp. 65–67  <b>Literary Model/Reading as a Writer</b> Sample exercise: 2. How well did the author vary his sentences? (SE p. 91)</li> <li>Lesson 3.2 Varying Sentence Beginnings—SE pp. 68–70</li> <li>Lesson 3.3 Independent and Subordinate Clauses—SE pp. 71–73</li> <li>Lesson 3.4 Types of Sentence Structure—SE pp. 74–76</li> <li>Lesson 3.5 Using Phrases—SE pp. 77–79</li> <li>Lesson 3.6 Combining Sentences: Coordinating Conjunctions—SE pp. 80–81</li> <li>Lesson 3.7 Combining Sentences: Key Words and Phrases—SE pp. 82–83</li> <li>Lesson 3.8 Combining Sentences: Subordinate Clauses—SE pp. 84–85</li> </ul>
<p><b>8.P.AC.1.d</b> Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)</p>	<p><b>STUDENT EDITION</b>  <b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.1 Main Ideas and Topic Sentences—SE pp. 97–99</li> <li>Lesson 4.2 Methods of Elaboration—SE pp. 100–102</li> <li>Lesson 4.3 Improving Paragraph Unity—SE pp. 103–105</li> <li>Lesson 4.4 Patterns of Organization—SE pp. 106–108</li> <li>Lesson 4.5 Improving Paragraph Coherence—SE pp. 109–111  <b>Literary Model/Reading as a Writer</b> Sample exercise: 1. What examples of transitional words or phrases did you identify in this passage? Circle them. (SE p. 111)</li> <li>Lesson 4.6 Descriptive and Narrative Paragraphs—SE pp. 112–114  <b>Literary Model/Reading as a Writer</b> Sample exercise: 13 What is the writer's purpose? (SE p. 114)</li> </ul> <p><b>Chapter 5 Writing an Essay</b></p> <ul style="list-style-type: none"> <li>Lesson 5.1 Parts of an Essay—SE pp. 127–128</li> <li>Lesson 5.2 Developing the Thesis—SE pp. 129–130</li> <li>Lesson 5.3 Writing an Introduction—SE pp. 131–133</li> <li>Lesson 5.4 Body Paragraphs—SE pp. 134–136</li> <li>Lesson 5.5 Writing a Conclusion—SE pp. 137–139</li> </ul>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 8.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.P.AC.2.a</b> Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)</p>	<p><b>STUDENT EDITION</b> <b>Chapters 1, 3, 5, 7, 9, 11</b> <b>Writer's Workshop</b> The <b>Writer's Workshop</b> lessons explain genre-specific elements that should be featured in the student writing assignment. Key Features lists genre-specific elements. The Authentic Writing box focuses student attention on the clearly defined Task, Purpose, and Audience.</p> <ul style="list-style-type: none"> <li>• Chapter 1 Writer's Workshop: Personal Narrative—SE pp. 22-28</li> <li>• Chapter 3 Writer's Workshop: Compare-Contrast Essay—SE pp. 86-92</li> <li>• Chapter 5 Writer's Workshop: Persuasive Essay—SE pp. 140-146</li> <li>• Chapter 7 Writer's Workshop: Literary Analysis—SE pp. 187-193</li> <li>• Chapter 9 Writer's Workshop: Cause-Effect Essay—SE pp. 239-245</li> <li>• Chapter 11 Writer's Workshop: Research Report—SE pp. 287-295</li> </ul> <p><b>Chapters 2, 4, 6, 8, 10, 12</b> <b>Writing Application</b> <b>Writing Applications</b> are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. Key Features are genre-specific elements that support the text's purpose. The Authentic Writing box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.</p> <ul style="list-style-type: none"> <li>• Chapter 2 Writing Application: Character Sketch—SE pp. 56-59</li> <li>• Chapter 4 Writing Application: Summary—SE pp. 118-121</li> <li>• Chapter 6 Writing Application: Business Letter—SE pp. 163-166</li> <li>• Chapter 8 Writing Application: Poem—SE pp. 217-219</li> <li>• Chapter 10 Writing Application: Review—SE pp. 261-264</li> <li>• Chapter 12 Writing Application: Timed Essay—SE pp. 315-318</li> </ul> <p><b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Lesson 4.6 Descriptive and Narrative Paragraphs—SE pp. 112-114</li> <li>• Lesson 4.7 Expository and Persuasive Paragraphs—SE pp. 115-117</li> </ul>
<p><b>8.P.AC.2.b</b> Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.6 Colorful Language—SE pp. 47-49</li> <li>• Lesson 2.7 Denotation and Connotation—SE pp. 50-52</li> <li>• Lesson 2.8 Figurative Language—SE pp. 53-55</li> </ul>
<p><b>8.P.AC.2.c</b> Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)</p>	<p><b>STUDENT EDITION</b> <b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>• Lesson 2.1 Sentence Fragments—SE pp. 33-35</li> <li>• Lesson 2.2 Run-on Sentences—SE pp. 36-38</li> <li>• Lesson 2.3 Parallel Structure—SE pp. 39-41</li> <li>• Lesson 2.4 Stringy Sentences—SE pp. 42-43</li> <li>• Lesson 2.5 Wordy Sentences—SE pp. 44-46</li> </ul> <p><b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>• Lesson 3.1 Varying Sentence Length—SE pp. 65-67</li> <li>• Lesson 3.2 Varying Sentence Beginnings—SE pp. 68-70</li> <li>• Lesson 3.3 Independent and Subordinate Clauses—SE pp. 71-73</li> <li>• Lesson 3.4 Types of Sentence Structure—SE pp. 74-76</li> <li>• Lesson 3.5 Using Phrases—SE pp. 77-79</li> <li>• Lesson 3.6 Combining Sentences: Coordinating Conjunctions—SE pp. 80-81</li> <li>• Lesson 3.7 Combining Sentences: Key Words and Phrases—SE pp. 82-83</li> <li>• Lesson 3.8 Combining Sentences: Subordinate Clauses—SE pp. 84-85</li> </ul>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 8.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.P.AC.2.d</b> Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)</p>	<p><u>STUDENT EDITION</u>  <b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.1 Main Ideas and Topic Sentences—SE pp. 97–99</li> <li>Lesson 4.2 Methods of Elaboration—SE pp. 100–102</li> <li>Lesson 4.3 Improving Paragraph Unity—SE pp. 103–105</li> <li>Lesson 4.4 Patterns of Organization—SE pp. 106–108</li> <li>Lesson 4.5 Improving Paragraph Coherence—SE pp. 109–111</li> <li>Lesson 4.6 Descriptive and Narrative Paragraphs—SE pp. 112–114</li> <li>Lesson 4.7 Expository and Persuasive Paragraphs—SE pp. 115–117</li> </ul> <p><b>Chapter 5 Writing an Essay</b></p> <ul style="list-style-type: none"> <li>Lesson 5.1 Parts of an Essay—SE pp. 127–128</li> <li>Lesson 5.2 Developing the Thesis—SE pp. 129–130</li> <li>Lesson 5.3 Writing an Introduction—SE pp. 131–133</li> <li>Lesson 5.4 Body Paragraphs—SE pp. 134–136</li> <li>Lesson 5.5 Writing a Conclusion—SE pp. 137–139</li> </ul>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 8.P.AC.3 Text Design

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.P.AC.3.a</b> Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)</p> <p><b>8.P.AC.3.b</b> Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)</p> <p><b>8.P.AC.3.c</b> Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)</p> <p><b>8.P.AC.3.d</b> Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u>  <b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>Lesson 1.1 Prewriting—SE pp. 9–11  <i>Sample Instruction</i>                      Students practice organizing ideas by building a chart.</li> <li>Lesson 1.5 Publishing and Presenting—SE pp. 20–21  <i>Sample Instruction</i>                      You can publish your work in many different ways:</li> <li>Writer's Workshop: Personal Narrative—SE pp. 22–28  <i>Sample Instruction</i>  <b>Publishing and Presenting</b> <ul style="list-style-type: none"> <li><b>Include it in a letter or an e-mail.</b> Send it to a friend or family member, and ask for his or her reaction to it.</li> <li><b>Read your story to classmates.</b> Be ready to answer their questions about the experience.</li> <li><b>Post your work on a class bulletin board.</b> Include photos of the people, places, or things your narrative describes.</li> </ul> </li> </ul> <p><b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.3 Eliminating Extra Words—SE pp. 37–39  <i>Sample Instruction</i>                      The <b>Writing Hint</b> sidebar directs students to use parallel structure when preparing charts and graphs.                      Use parallel structure in headings, labels, and lists in charts, graphs, and outlines. For example, use nouns for all three subtopics. (SE p. 39)</li> </ul> <p style="text-align: right;"><i>continued</i></p>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

## 8.P.AC.3 Text Design

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**8.P.AC.3.a** Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)

**8.P.AC.3.b** Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)

**8.P.AC.3.c** Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)

**8.P.AC.3.d** Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

#### Chapter 3 Sentence Variety and Structure

- Writer's Workshop: Compare-Contrast Essay—SE pp. 86–92

**Sample Instruction**

Students learn to organize ideas using a Venn diagram, the point-by-point method, and block method.

**Publishing and Presenting**

- **E-mail it.** Send it to a friend or family member, and start a correspondence about your topic.
- **Display it.** Create a poster about your essay.

#### Chapter 4 Effective Paragraphs

- Lesson 4.2 Methods of Elaboration—SE pp. 100–102

**Sample Instruction**

Students add a chart, diagram, photo, or graph to help clarify their ideas.

#### Chapter 5 Writing an Essay

- Writer's Workshop: Persuasive Essay—SE pp. 140–146

**Sample Instruction**

**Publishing and Presenting**

- **Write a letter.** Present your ideas as a letter to the editor in a school or local newspaper.

#### Chapter 7 Nouns and Pronouns

- Writer's Workshop: Literary Analysis—SE pp. 187–193

**Sample Instruction**

**Publishing and Presenting**

- **Create a Web page.** Include your essay and other essays from your class. Invite students from other grades to look at your class's work.
- **Illustrate your essay.** Draw the characters, settings, and the main actions from the texts you analyzed. Share your illustrated work with a family member.

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

- Writer's Workshop: Cause-Effect Essay—SE pp. 239–245

Students see how a graphic organizer or chart can help organize ideas, concepts, and information into broader categories.

**Sample Instruction**

**Publishing and Presenting**

- **Make a display.** Use poster board, photographs, drawings, and charts to create a visual description of the causes and effects analyzed in your essay.
- **Create a short video.** As you record yourself, avoid reading directly from your essay. Instead, use note cards to prompt yourself.



DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

## 8.P.CP.1 Collaboration

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**8.P.CP.1.a** Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)

**8.P.CP.1.b** Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)

**8.P.CP.1.c** Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)

**8.P.CP.1.d** Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

#### STUDENT EDITION

#### Working Together

The **Working Together** logo identifies exercises found throughout the program that invite collaborative discussion.

- Exercise 2 Revising with a Peer, SE p. 16; Exercise 2 Editing and Proofreading Your Writing, SE p. 19; Exercise 3 Publishing Your Work, SE p. 21; Exercise 2 Correcting a Run-on Sentence, SE p. 38; Exercise 2 Using Parallel Structure, SE p. 41; Exercise 2 Revising a Paragraph, SE p. 46; Exercise 3 Writing a Paragraph, SE p. 46; Exercise 2 Improving Your Own Writing, SE p. 49; Exercise 1 Identifying and Using Synonyms, SE p. 51; Exercise 3 Writing Reviews, SE p. 52; Exercise 3 Writing a Poem, SE p. 55; Exercise 2 Writing a Public Service Announcement, SE p. 67; Exercise 2 Revising an Application Letter, SE p. 70; Exercise 2 Revising for Sentence Variety, SE p. 76; Exercise 3 Writing a Summary, SE p. 79; Exercise 2 Finding and Revising Examples, SE p. 83; Exercise 2 Using Subordinate Clauses, SE p. 85; Exercise 2 Writing a Paragraph, SE p. 99; Exercise 1 Analyzing a Model, SE p. 101; Exercise 3 Writing a Unified Paragraph, SE p. 105; Exercise 1 Writing a Paragraph from Notes, SE p. 107; Exercise 3 Writing a News Article, SE p. 111; Exercise 1 Organizing an Essay, SE p. 128; Exercise 2 Writing Thesis Statements, SE p. 130; Exercise 1 Creating Strong Introductions, SE p. 132; Exercise 3 Writing Dialogue, SE p. 172; Exercise 2 Editing a Paragraph, SE p. 178; Exercise 2 Revising a Paragraph, SE p. 186; Exercise 2 Beginning a Story, SE p. 210; Exercise 2 Writing from Notes, SE p. 214; Exercise 3 Writing a Review, SE p. 230; Exercise 2 Proofreading a Paragraph, SE p. 232; Exercise 2 Editing a Paragraph, SE p. 234; Exercise 2 Editing Sentences, SE p. 252; Exercise 2 Writing About a Photo, SE p. 256; Exercise 1 Writing Sentences, SE p. 257; Exercise 2 Writing Sentences, SE p. 260; Exercise 2 Writing Sentences, SE p. 270; Exercise 2 Writing from Notes, SE p. 276; Exercise 2 Writing Dialogue, SE p. 282; Exercise 2 Writing a Paragraph, SE p. 284; Exercise 3 Writing a Paragraph, SE p. 286; Exercise 3 Writing About a Chart, SE p. 306; Exercise 2 Writing a Paragraph, SE p. 308; Exercise 2 Analyzing Your Writing, SE p. 310

#### DIGITAL RESOURCES\*

#### Chapters 1-12

#### Student Resources

- Peer Review Questions  
An online Peer Review Form provides specific questions peers may ask each other in an easy-to-use format.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

## 8.P.CP.2 Presentation

**GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS**

- 8.P.CP.2.a** Communicate clearly to present ideas, information, and texts. (I/C)
- 8.P.CP.2.b** Integrate modes and genres most appropriate to purpose and audience. (I/C)
- 8.P.CP.2.c** Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)
- 8.P.CP.2.d** Engage in dialogue with audiences by asking and answering questions. (I/C)
- 8.P.CP.2.e** Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)

**GRAMMAR FOR WRITING: NEW EDITION — GRADE 8**

STUDENT EDITION

**Chapter 1 The Writing Process**

- Lesson 1.5 Publishing and Presenting—SE pp. 20–21

*Sample Instruction*

**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 ideas.
- Practice several times.

**Exercise 2 Making a Presentation**

- Determine the kinds of materials (visual aids, graphics, audio or visual technology, or costumes) that you will need for your presentation.

**Writer's Workshop**

- Personal Narrative—SE pp. 22–28

*Sample Instruction*

**Publishing and Presenting**

- Read your story to classmates.  
Be ready to answer their questions about the experience.

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.GC.2 Syntax

**GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS**

- 8.L.GC.2.a** Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)
- 8.L.GC.2.b** Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)

*continued*

**GRAMMAR FOR WRITING: NEW EDITION — GRADE 8**

STUDENT EDITION

**Chapter 3 Sentence Variety and Structure**

- Lesson 3.1 Varying Sentence Length—SE pp. 65–67
  - Lesson 3.2 Varying Sentence Beginnings—SE pp. 68–70
  - Lesson 3.3 Independent and Subordinate Clauses—SE pp. 71–73
  - Lesson 3.4 Types of Sentence Structure—SE pp. 74–76
- The structure of a sentence depends on the number and kinds of clauses it includes.

There are four types of sentence structures.

- Simple Sentence
- Compound Sentence
- Complex Sentence
- Compound-Complex Sentence

- Lesson 3.5 Using Phrases—SE pp. 77–79
- Lesson 3.6 Combining Sentences: Coordinating Conjunctions—SE pp. 80–81
- Lesson 3.7 Combining Sentences: Key Words and Phrases—SE pp. 82–83
- Lesson 3.8 Combining Sentences: Subordinate Clauses—SE pp. 84–85

**Chapter 8 Verbs**

- Lesson 8.4 Simple and Perfect Tenses—SE pp. 205–206
- Lesson 8.5 Shifts in Tense—SE pp. 207–208

*continued*

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p><b>8.L.GC.2.a</b> Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)</p> <p><b>8.L.GC.2.b</b> Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TEACHER'S EDITION</u> <b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T31</li> </ul> <p><b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T36</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 8</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Verb Tense</li> <li>Lesson 8.5 Shifts in Tense</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 8.4 Solve It!</li> <li>Lesson 8.5 Solve It!</li> </ul>
<p><b>8.L.GC.2.c</b> Distinguish between active and passive voice, revising texts to maintain consistency in active voice. (C)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.6 Active and Passive Voice—SE pp. 209-210</li> </ul> <p><u>TEACHER'S EDITION</u> <b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T36</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 8</b></p> <ul style="list-style-type: none"> <li>Student Practice: Lesson 8.6 Active and Passive Voice</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 8</b></p> <p><b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 8.6 Active and Passive Voice</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 8.6 Solve It!</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.GC.2 Syntax

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**8.L.GC.2.d** Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement. (C)

**8.L.GC.2.e** This progression begins in 9th grade.

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

STUDENT EDITION

**Chapter 3 Sentence Variety and Structure**

- Lesson 3.1 Varying Sentence Length—SE pp. 65-67
- Lesson 3.2 Varying Sentence Beginnings—SE pp. 68-70
- Lesson 3.3 Independent and Subordinate Clauses—SE pp. 71-73
- Lesson 3.4 Types of Sentence Structure—SE pp. 74-76
- Lesson 3.5 Using Phrases—SE pp. 77-79
- Lesson 3.6 Combining Sentences: Coordinating Conjunctions—SE pp. 80-81
- Lesson 3.7 Combining Sentences: Key Words and Phrases—SE pp. 82-83
- Lesson 3.8 Combining Sentences: Subordinate Clauses—SE pp. 84-85

**Chapter 9 Adjectives, Adverbs, and Other Parts of Speech**

- Lesson 9.5 Misplaced and Dangling Modifiers—SE pp. 233-234
- Lesson 9.6 Using Prepositions and Prepositional Phrases—SE pp. 235-236

TEACHER'S EDITION

**Chapter 3**

- Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T31

**Chapter 9**

- Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T37

DIGITAL RESOURCES\*

**Chapter 9**

**Student Practice**

- Lesson 9.5 Misplaced and Dangling Modifiers
- Lesson 9.6 Using Prepositions and Prepositional Phrases

**Games**

- Lesson 9.5 Solve It!
- Lesson 9.6 Solve It!

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.V.1 General, Academic, & Specialized Vocabulary

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.V.1.a</b> Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)</p> <p><b>8.L.V.1.b</b> Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)</p>	<p><u>TEACHER'S EDITION</u> <b>Differentiating Instruction</b> <b>Develop Vocabulary</b></p> <ul style="list-style-type: none"> <li>TE p. T28                             <ul style="list-style-type: none"> <li>Model correct pronunciation that students echo.</li> <li>Invite students to point to examples.</li> <li>Vary activities to increase exposure to new words.</li> <li>Encourage students to use new vocabulary in conversation.</li> </ul> </li> </ul> <p><b>Chapter Vocabulary</b></p> <ul style="list-style-type: none"> <li>Chapter 1, TE p. T29; Chapter 2, TE p. T30; Chapter 3, TE p. T31; Chapter 4, TE p. T32; Chapter 5, TE p. T33; Chapter 6, TE p. T34; Chapter 7, TE p. T35; Chapter 8, TE p. T36; Chapter 9, TE p. T37; Chapter 10, TE p. T38; Chapter 11, TE p. T39; Chapter 12, TE p. T40</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.V.2.a</b> Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)</p> <p><b>8.L.V.2.c</b> Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)</p>	<p><u>STUDENT EDITION</u> <b>Chapter 12 Capitalization and Spelling</b></p> <ul style="list-style-type: none"> <li>Lesson 12.6 Adding Prefixes and Suffixes—SE pp. 311–312</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 12</b></p> <ul style="list-style-type: none"> <li>Student Practice: Lesson 12.6 Adding Prefixes and Suffixes</li> </ul> <p><u>DIGITAL RESOURCES*</u> <b>Chapter 12</b> <b>Student Practice</b></p> <ul style="list-style-type: none"> <li>Lesson 12.6 Adding Prefixes and Suffixes</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Lesson 12.6 Solve It!</li> </ul>
<p><b>8.L.V.2.b</b> Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I)</p> <p><b>8.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> <b>Chapter 7 Nouns and Pronouns</b></p> <ul style="list-style-type: none"> <li>Lesson 7.1 Using Nouns—SE pp. 171–172</li> <li>Lesson 7.2 Compound and Collective Nouns—SE pp. 173–174</li> <li>Lesson 7.3 Using Pronouns—SE pp. 175–176</li> <li>Lesson 7.4 Subject and Object Pronouns—SE pp. 177–178</li> <li>Lesson 7.5 Who or Whom?—SE pp. 179–180</li> <li>Lesson 7.6 Possessive Nouns and Pronouns—SE pp. 181–182</li> <li>Lesson 7.7 Pronoun-Antecedent Agreement—SE pp. 183–184</li> <li>Lesson 7.8 Clear Pronoun Reference—SE pp. 185–186</li> </ul> <p><b>Chapter 8 Verbs</b></p> <ul style="list-style-type: none"> <li>Lesson 8.1 Using Verbs—SE pp. 199–200</li> <li>Lesson 8.2 Regular and Irregular Verbs—SE pp. 201–202</li> <li>Lesson 8.3 More Irregular Verbs—SE pp. 203–204</li> <li>Lesson 8.4 Simple and Perfect Tenses—SE pp. 205–206</li> <li>Lesson 8.5 Shifts in Tense—SE pp. 207–208</li> <li>Lesson 8.6 Active and Passive Voice—SE pp. 209–210</li> <li>Lesson 8.7 Participles and Participial Phrases—SE pp. 211–212</li> <li>Lesson 8.8 Gerunds and Gerund Phrases—SE pp. 213–214</li> <li>Lesson 8.9 Infinitives and Infinitive Phrases—SE pp. 215–216</li> </ul> <p style="text-align: right;"><i>continued</i></p>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p><b>8.L.V.2.b</b> Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I)</p> <p><b>8.L.V.2.d</b> Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p><b>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Lesson 9.1 Using Adjectives and Adverbs—SE pp. 225–226</li> <li>Lesson 9.2 Comparing with Adjectives and Adverbs—SE pp. 227–228</li> <li>Lesson 9.3 Avoiding Comparison Problems—SE pp. 229–230</li> <li>Lesson 9.4 Double Negatives—SE pp. 231–232</li> <li>Lesson 9.5 Misplaced and Dangling Modifiers—SE pp. 233–234</li> <li>Lesson 9.6 Using Prepositions and Prepositional Phrases—SE pp. 235–236</li> <li>Lesson 9.7 Using Conjunctions and Interjections—SE pp. 237–238</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.V.3 Meaning & Purpose

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.L.V.3.a</b> This progression transitions to 9–8.L.V.3.b.</p> <p><b>8.L.V.3.b</b> Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I)</p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation—SE pp. 50–52 A dictionary shows a word's denotation, or definition. To add precision and variety to your writing, consult a thesaurus, which lists <b>synonyms</b>, or words with similar meanings. <i>Sample Instruction</i> <b>Exercise 1 Identifying and Using Synonyms</b></li> </ul> <p><b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.5 Improving Paragraph Coherence—SE pp. 109–111 Use the strategies below to improve coherence. <i>Sample Instruction</i> <b>3. Use synonyms and pronouns.</b> Besides repeating the same word, use a synonym (word with similar meaning) or a pronoun to replace a key word or phrase you used earlier.</li> </ul>
<p><b>8.L.V.3.c</b> Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)</p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation—SE pp. 50–52</li> </ul>
<p><b>8.L.V.3.d</b> Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)</p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.7 Denotation and Connotation—SE pp. 50–52 A dictionary shows a word's denotation, or definition. The connotation of a word is what it suggests beyond its dictionary definition. Connotations are the thoughts and emotions that people associate with a word.</li> </ul> <p><b>Chapter 12 Capitalization and Spelling</b></p> <p>If you're unsure how to spell a word, check an online dictionary.</p> <ul style="list-style-type: none"> <li>Lesson 12.5 Spelling Rules—SE pp. 309–310</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T32 Provide a dictionary or thesaurus for students to use in writing.</li> </ul> <p><b>Chapter 12</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T40</li> </ul>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

## 8.L.V.3 Meaning & Purpose

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

**8.L.V.3.e** Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing. (C)

STUDENT EDITION

### Chapter 2 Effective Sentences and Word Choice

- Lesson 2.7 Denotation and Connotation—SE pp. 50–52

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 8.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

**8.T.SS.1.a** Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)

**8.T.SS.1.b** Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)

**8.T.SS.1.c** Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion. (C)

STUDENT EDITION

### Chapter 1 The Writing Process

- Lesson 1.3 Revising—SE pp. 14–16

*Sample Instruction*

**2. Organization** Where should you add transitional words and phrases to connect sentences and paragraphs?

- Writer's Workshop: Personal Narrative—SE pp. 22–28

*Sample Instruction*

**Drafting**

**Write a Beginning, Middle, and End**

Use transitional words and phrases, such as first and next, to signal what happened when.

### Chapter 3 Sentence Variety and Structure

- Lesson 3.1 Varying Sentence Length—SE pp. 65–67
- Lesson 3.2 Varying Sentence Beginnings—SE pp. 68–70

*Sample Instruction*

**Common Transitions**

- Lesson 3.3 Independent and Subordinate Clauses—SE pp. 71–73
- Lesson 3.4 Types of Sentence Structure—SE pp. 74–76
- Lesson 3.5 Using Phrases—SE pp. 77–79
- Lesson 3.6 Combining Sentences: Coordinating Conjunctions—SE pp. 80–81
- Lesson 3.7 Combining Sentences: Key Words and Phrases—SE pp. 82–83
- Lesson 3.8 Combining Sentences: Subordinate Clauses—SE pp. 84–85

### Chapter 4 Effective Paragraphs

- Lesson 4.1 Main Ideas and Topic Sentences—SE pp. 97–99
- Lesson 4.2 Methods of Elaboration—SE pp. 100–102
- Lesson 4.3 Improving Paragraph Unity—SE pp. 103–105
- Lesson 4.4 Patterns of Organization—SE pp. 106–108
- Lesson 4.5 Improving Paragraph Coherence—SE pp. 109–111

*Sample Instruction*

**Common Transitional Words and Phrases**

### Chapter 5 Writing an Essay

- Lesson 5.1 Parts of an Essay—SE pp. 127–128
- Lesson 5.2 Developing the Thesis—SE pp. 129–130
- Lesson 5.3 Writing an Introduction—SE pp. 131–133
- Lesson 5.4 Body Paragraphs (patterns of organization)—SE pp. 134–136

*Sample Instruction*

Use transitions between sentences and paragraphs to clarify the relationships among your ideas.

- Lesson 5.5 Writing a Conclusion—SE pp. 137–139

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 8.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
	<p><b>TEACHER'S EDITION</b></p> <p><b>Chapter 3</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T31</li> </ul> <p><b>Chapter 4</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T32</li> </ul> <p><b>Chapter 5</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T33</li> </ul>
<p><b>8.T.SS.1.d</b> Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C)</p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 5 Writing an Essay</b></p> <ul style="list-style-type: none"> <li>Lesson 5.1 Parts of an Essay—SE pp. 127-128</li> <li>Lesson 5.2 Developing the Thesis—SE pp. 129-130</li> <li>Lesson 5.3 Writing an Introduction—SE pp. 131-133</li> <li>Lesson 5.4 Body Paragraphs—SE pp. 134-136</li> <li>Lesson 5.5 Writing a Conclusion—SE pp. 137-139</li> </ul> <p><b>Writer's Workshop</b></p> <ul style="list-style-type: none"> <li>Chapter 1 Writer's Workshop: Personal Narrative—SE pp. 22-28</li> <li>Chapter 3 Writer's Workshop: Compare-Contrast Essay—SE pp. 86-92</li> <li>Chapter 5 Writer's Workshop: Persuasive Essay—SE pp. 140-146</li> <li>Chapter 7 Writer's Workshop: Literary Analysis—SE pp. 187-193</li> <li>Chapter 9 Writer's Workshop: Cause-Effect Essay—SE pp. 239-245</li> <li>Chapter 11 Writer's Workshop: Research Report—SE pp. 287-295</li> </ul> <p><b>Writing Applications</b></p> <ul style="list-style-type: none"> <li>Chapter 2 Writing Application: Character Sketch—SE pp. 56-59</li> <li>Chapter 4 Writing Application: Summary—SE pp. 118-121</li> <li>Chapter 6 Writing Application: Business Letter—SE pp. 163-166</li> <li>Chapter 8 Writing Application: Poem—SE pp. 217-219</li> <li>Chapter 10 Writing Application: Review—SE pp. 261-264</li> <li>Chapter 12 Writing Application: Timed Essay—SE pp. 315-318</li> </ul>

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 8.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.T.SS.2.a</b> Analyze and evaluate how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in line with the intended purpose. (I)</p> <p><b>8.T.SS.2.b</b> Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)</p>	<p><b>STUDENT EDITION</b></p> <p><b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.6 Colorful Language—SE pp. 47-49</li> <li>Lesson 2.7 Denotation and Connotation—SE pp. 50-52</li> <li>Lesson 2.8 Figurative Language—SE pp. 53-55</li> </ul> <p><b>TEACHER'S EDITION</b></p> <p><b>Chapter 2</b></p> <ul style="list-style-type: none"> <li>Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T30</li> </ul>



DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

## 8.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.T.SS.2.c</b> Use formal or informal style characteristics as indicated by a text's purpose, audience, and disciplinary context. (C)</p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 1 The Writing Process</b></p> <ul style="list-style-type: none"> <li>Lesson 1.2 Drafting (formal/informal styles)—SE pp. 12–13</li> </ul> <p><b>Chapter 2 Effective Sentences and Word Choice</b></p> <ul style="list-style-type: none"> <li>Lesson 2.1 Sentence Fragments—SE pp. 33–35</li> </ul> <p><b>Real-World Writing</b></p> <ul style="list-style-type: none"> <li>Informal/formal styles</li> </ul> <p><b>Chapter 3 Sentence Variety and Structure</b></p> <ul style="list-style-type: none"> <li>Writer's Workshop: Compare-Contrast Essay—SE pp. 86–92</li> </ul> <p><b>Key Features</b></p> <ul style="list-style-type: none"> <li>Formal style and tone</li> </ul> <p><b>Chapter 5 Writing an Essay</b></p> <ul style="list-style-type: none"> <li>Writer's Workshop: Persuasive Essay—SE pp. 140–146</li> </ul> <p><b>Key Features</b></p> <ul style="list-style-type: none"> <li>Formal style and reasonable tone</li> </ul> <p><b>Chapter 6 Parts of a Sentence</b></p> <ul style="list-style-type: none"> <li>Writing Application: Business Letter—SE pp. 163–166</li> </ul> <p><b>Key Features</b></p> <ul style="list-style-type: none"> <li>Formal style and professional tone</li> </ul> <p><b>Chapter 10 Subject-Verb Agreement</b></p> <ul style="list-style-type: none"> <li>Writing Application: Review—SE pp. 261–264</li> </ul> <p><b>Key Features</b></p> <ul style="list-style-type: none"> <li>Formal style</li> </ul> <p><b>Chapter 11 Punctuation</b></p> <ul style="list-style-type: none"> <li>Writer's Workshop: Research Report—SE pp. 287–295</li> </ul> <p><b>Key Features</b></p> <ul style="list-style-type: none"> <li>Formal style</li> </ul>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.T.T.1.a</b> Analyze how narrative techniques are used across the text to develop plot, characters, and setting. (I)</p> <p><b>8.T.T.1.b</b> Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience. (I)</p> <p><b>8.T.T.1.c</b> Analyze how authors convey and reveal themes through characters, events, and plot structure. (I)</p> <p><b>8.T.T.1.d</b> Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods. (I)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u></p> <p><b>Chapter 1 The Writing Process</b></p> <p><b>Writer's Workshop</b></p> <p><b>Writer's Workshops</b> feature annotated writing samples that model key features that are directly taught in the lesson.</p> <ul style="list-style-type: none"> <li>Personal Narrative—SE pp. 22–28</li> </ul> <p><b>Sample Instruction</b></p> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Model</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Models</li> </ul> <p><b>Editing and Proofreading</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Model</li> </ul> <p><b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.6 Descriptive and Narrative Paragraphs—SE pp. 112–114</li> </ul> <p><b>Sample Instruction</b></p> <ul style="list-style-type: none"> <li>Annotated Writing Model</li> <li>Annotated Writing Model</li> <li>Literary Model</li> </ul> <p style="text-align: right;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

**8.T.T.1.a** Analyze how narrative techniques are used across the text to develop plot, characters, and setting. (I)

**8.T.T.1.b** Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience. (I)

**8.T.T.1.c** Analyze how authors convey and reveal themes through characters, events, and plot structure. (I)

**8.T.T.1.d** Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods. (I)

**8.T.T.1.e** Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)

*continued*

*continued*

DIGITAL RESOURCES\*

**Chapter 1**

**Writer's Workshop: Writing Model**

Each online **Writing Model** presents a full-length, annotated example of student writing that demonstrates the features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 1 Personal Narrative: "The Best Worst Barbecue"

STUDENT EDITION

**Writer's Workshop**

In each **Writer's Workshop**, students apply what they learned about the writing process in Chapter One. **Writer's Workshops** feature annotated writing models.

- Personal Narrative—SE pp. 22–28

*Sample Instruction*

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.

**Prewriting**

- Pick a Good Topic
- Gather Details

**Drafting**

- Write a Beginning, Middle, and End
- Keep It Interesting (sensory details/add dialogue)

**Revising**

- Revising Questions
- Make Your Sentences Smooth

**Editing and Proofreading**

- Proofread Your Draft
- Editing and Proofreading Checklist
- Fix Run-on Sentences
- Proofreading Symbols

**Publishing and Presenting**

- Include in letter or email
- Read to class
- Post your story
- Reflect on Your Writing

**Writing Application**

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Character Sketch—SE pp. 56–59

*Sample Instruction*

When you write a description of a real person or a fictional character, you are writing a character sketch.

**Task:** Write a two-page character sketch in which you create a new character based on people you know, have seen, or have read about.

*continued*

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p style="text-align: center;"><i>continued</i></p> <p><b>8.T.T.1.e</b> Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> <li>Lesson 4.6 Descriptive and Narrative Paragraphs—SE pp. 112–114</li> </ul> <p><b>Sample Instruction</b> When you want to give an accurate and detailed picture of a person, a place, an animal, or an object, use these tips to write an effective descriptive paragraph:</p> <ul style="list-style-type: none"> <li>Use precise language</li> <li>Use sensory details</li> <li>Arrange details in spatial order</li> <li>Use chronological order</li> </ul> <p><b>Exercise 2 Writing a Descriptive Paragraph</b> <b>Exercise 3 Writing a Narrative Paragraph</b></p> <p><u>DIGITAL RESOURCES*</u> <b>Chapters 1–12</b> <b>Student Resources</b></p> <ul style="list-style-type: none"> <li>Peer Review Questions The Online <b>Peer Review Questions</b> is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments.</li> </ul> <p><b>Writing Rubrics</b> <b>Convey Experience: Narrative Writing</b> The rubric features a checklist of descriptors for three levels of narrative writing: Excellent, Average, and Poor.</p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 8
<p><b>8.T.T.2.a</b> Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)</p> <p><b>8.T.T.2.b</b> Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (I)</p> <p><b>8.T.T.2.c</b> This progression ends in 5th grade.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> <b>Chapter 4 Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Lesson 4.7 Expository and Persuasive Paragraphs—SE pp. 115–117</li> </ul> <p><b>Sample Instruction</b> An <b>expository paragraph</b> provides information or explains something. Writers use expository paragraphs when they discuss cause and effect, compare and contrast, analyze, explain, or define.</p> <ul style="list-style-type: none"> <li>Express your main idea clearly. You may state it directly in a topic sentence at the beginning of your paragraph.</li> <li>Explain and elaborate on your idea by including supporting details, such as facts, examples, and quotations.</li> <li>Organize your details logically. Use transitional words and phrases (such as first, for example, and in contrast) to help readers see how one detail or sentence connects to another.</li> <li>Annotated Writing Model</li> </ul> <p style="text-align: center;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.2 Expository Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**8.T.T.2.a** Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)

**8.T.T.2.b** Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (I)

**8.T.T.2.c** This progression ends in 5th grade.

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

#### Chapter 5 Writing an Essay

- Lesson 5.1 Parts of an Essay—SE pp. 127–128

##### Sample Instruction

**Expository** and **persuasive essays** have three basic parts: an introduction, a body, and a conclusion.

Organizing an Essay

- Annotated Writing Model

- Lesson 5.2 Developing the Thesis—SE pp. 129–130

- Lesson 5.3 Writing an Introduction—SE pp. 131–133

- Annotated Writing Model

- Lesson 5.4 Body Paragraphs—SE pp. 134–136

Create an Informal Outline

- Annotated Writing Model

- Lesson 5.5 Writing a Conclusion—SE pp. 137–139

Analyzing a Conclusion

- Annotated Writing Model

#### Writer's Workshop

**Writer's Workshops** feature annotated writing samples that model the lesson's directly taught key features.

- Chapter 3 Writer's Workshop: Compare-Contrast Essay—SE pp. 86–92

##### Sample Instruction

##### Drafting

- Annotated Writing Model

##### Revising

- Annotated Writing Model
- Literary Model

##### Editing and Proofreading

- Annotated Writing Model

- Chapter 3 Writer's Workshop: Cause-Effect Essay—SE pp. 239–245

##### Sample Instruction

##### Prewriting

- Annotated Writing Model

##### Drafting

- Annotated Writing Model

##### Revising

- Annotated Writing Model

##### Editing and Proofreading

- Annotated Writing Model

#### DIGITAL RESOURCES\*

#### Chapters 3, 9, 11

#### Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated student essay that demonstrates features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 3 Compare-Contrast Essay: "Great Expectations: Novel vs. Movie"
- Chapter 9 Cause-Effect Essay: "Causes and Effects of the Dust Bowl"
- Chapter 11 Research Report: "Willa Cather and Nebraska"

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.2 Expository Techniques

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**8.T.T.2.d** Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)

*continued*

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

#### STUDENT EDITION

#### Chapter 4 Effective Paragraphs

- Lesson 4.7 Expository and Persuasive Paragraphs—SE pp. 115–117

##### Sample Instruction

##### Exercise 2 Writing an Expository Paragraph

Write an expository paragraph on a topic of your choice. Your paragraph should be at least six sentences. Your audience is a friend, and your purpose is to compare and contrast two different things.

#### Chapter 5 Writing an Essay

- Lesson 5.2 Developing the Thesis—SE pp. 129–130

##### Sample Instruction

##### Writing Thesis Statements

- Lesson 5.3 Writing an Introduction—SE pp. 131–133

##### Sample Instruction

##### Creating Strong Introductions

##### Writing a Thesis, or Claim

##### Writing an Introduction

##### Revising an Introduction

- Lesson 5.4 Body Paragraphs—SE pp. 134–136

##### Sample Instruction

##### Revising a Body Paragraph

- Lesson 5.5 Writing a Conclusion—SE pp. 137–139

##### Sample Instruction

##### Writing a Conclusion

#### Writer's Workshop

- Chapter 3 Writer's Workshop: Compare-Contrast Essay, SE pp. 86–92
- Chapter 9 Writer's Workshop: Cause-Effect Essay, SE pp. 239–245

##### Sample Instruction

A **cause-effect essay** is a kind of **expository writing**, or writing that explains, instructs, or informs. Cause-effect essays can examine one or more causes with one or more effects.

**Task:** Think about events or situations in the news or that you have studied in history, science, or social studies class. What sparked these changes? What are the effects of the change? Pick one, and explore it in a three- to four-page cause-effect essay.

**Audience:** your classmates

**Purpose:** to analyze causes and effects

##### Prewriting

- Brainstorm a Topic
- Make a Statement
- Collect Evidence
- Use a Variety of Details

##### Drafting

- Organize Your Ideas
- Writing Hint: Use transitions
- Write a Complete Essay

##### Revising

- Revising Questions
- Smooth It Out

##### Editing and Proofreading

- Editing and Proofreading Checklist
- Avoid Using Double Negatives
- Proofreading Symbols

##### Publishing and Presenting

- Make a display
- Create a short video
- Reflect on Your Writing

- Chapter 11 Writer's Workshop: Research Report, SE pp. 287–295

*continued*

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

*continued*

**8.T.T.2.d** Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

### Writing Application

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 4 Writing Application: Summary, SE pp. 118–121
- Chapter 6 Writing Application: Business Letter, SE pp. 163–166
- Chapter 12 Writing Application: Timed Essay, SE pp. 315–318

### DIGITAL RESOURCES\*

#### Chapters 1–12

#### Student Resources

- Peer Review Questions  
The Online **Peer Review Questions** is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments.

#### Writing Rubrics

##### Informative/Explanatory Writing

The rubric features a checklist of descriptors for three levels of informative/explanatory writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**8.T.T.3.a** Analyze the development of argumentative techniques used to present and design content, including an author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I)

**8.T.T.3.b** This progression begins in 9th grade.

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

### STUDENT EDITION

#### Chapter 4 Effective Paragraphs

- Lesson 4.7 Expository and Persuasive Paragraphs—SE pp. 115–117  
**Sample Instruction**  
The purpose of a **persuasive paragraph** is to convince readers to agree with your opinion or to take a certain course of action. Use these tips to write an effective persuasive paragraph.

- Annotated Writing Model  
**Identifying Paragraphs**

#### Writer's Workshop

**Writer's Workshops** feature annotated writing samples that model key features that are directly taught in the lesson.

- Chapter 5 Writer's Workshop: Persuasive Essay—SE pp. 140–146  
**Sample Instruction**

- **Drafting**  
• Annotated Writing Model

- **Revising**  
• Annotated Writing Model  
• Literary Model

- **Editing and Proofreading**  
• Annotated Writing Model

### DIGITAL RESOURCES\*

#### Chapters 5, 7

#### Writer's Workshop: Writing Model

Each online **Writing Model** presents a full-length, annotated example of student writing that demonstrates the features of a specific genre. Students are encouraged to read the essay with a partner then discuss how well it matches the key features detailed in the book.

- Chapter 5 Persuasive Essay: "Current Events and Future Citizens"
- Chapter 7 Literary Analysis: "More Than a Nickname"

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

**8.T.T.3 Argumentative Techniques**

## GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**8.T.T.3.c** Apply argumentative techniques (e.g., author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences. (C)

**8.T.T.3.d** This progression begins in 9th grade.

*continued*

## GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

**STUDENT EDITION****Write What You Think**

For **Write What You Think**, students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program. Many of the assignments include a note to practice a recently studied writing skill.

- SE pp. pp. 49, 99, 133, 152, 200, 216, 238, 258, 310

**Sample Assignment**

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? (SE p. 216)

**Chapter 4 Effective Paragraphs**

- Lesson 4.7 Expository and Persuasive Paragraphs—SE pp. 115–117

**Sample Instruction**

The purpose of a **persuasive paragraph** is to convince readers to agree with your opinion or to take a certain course of action. Use these tips to write an effective persuasive paragraph.

- Express your point of view clearly in a thesis, or claim.
- Give clear reasons and evidence, such as examples, facts, and statistics to support your claim.
- Organize your supporting details in order of importance.
- Explain what you want the reader to do in a clear call to action, often at the end of the paragraph.
  - Annotated Writing Model

**Exercise 3 Writing a Persuasive Paragraph**

Write a persuasive paragraph of at least six sentences on a topic of your choice. Your audience is students at your school, and your purpose is to convince readers to agree with your opinion.

**Writer's Workshop**

In each **Writer's Workshop**, students apply what they learned about the writing process in Chapter One.

- Chapter 5 **Writer's Workshop: Persuasive Essay**—SE pp. 140–146

**Sample Instruction**

When you write a **persuasive essay**, you try to convince readers to share your opinion or to take a particular action. There are many kinds of persuasive writing, including book reviews, editorials, persuasive letters, and speeches.

**Task:** Write a two- to four-page persuasive essay. Argue your position on a given statement or a topic of your own.

**Prewriting**

- Select a Topic
- Make a Claim
- Explain Your Reasons and Evidence
- Avoid Logical Fallacies

**Drafting**

- Organize the Body
- Use an Outline

**Revising**

- Revising Questions
- Adjust Style and Tone
- Writing Hint
  - Use persuasive techniques (rhetorical questions, repetition)
- Reading as a Writer

**Editing and Proofreading**

- Editing and Proofreading Checklist
- Proofreading Symbols

**Publishing and Presenting**

- Give a speech
- Write a letter
- Reflect on Your Writing

- Chapter 7 **Writer's Workshop: Literary Analysis**, SE pp. 187–193
- Chapter 9 **Writer's Workshop: Cause-Effect Essay**, SE pp. 239–245

*continued*

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

*continued*

**8.T.T.3.c** Apply argumentative techniques (e.g., author's claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences. (C)

**8.T.T.3.d** This progression begins in 9th grade.

### Writing Application

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 10 Writing Application: Review, SE pp. 261-264

### DIGITAL RESOURCES\*

#### Chapters 1-12

#### Student Resources

- Peer Review Questions

The Online **Peer Review Questions** is a set of ten questions that serves as a logical guide for students to use as they evaluate each other's drafts. Sidebar tips suggest ways to make specific, objective comments.

#### Writing Rubrics

- Persuade

The rubric features a checklist of descriptors for three levels of argument: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

## 8.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

**8.T.T.4.a** Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.

**8.T.T.4.b** Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C)

### STUDENT EDITION

#### Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.8 Figurative Language—SE pp. 53-55

#### Exercise 3: Writing a Poem

### Writing Application

**Writing Applications** are short, step-by-step lessons for crafting writing pieces, such as friendly letters, opinion paragraphs, and summaries. **Key Features** are genre-specific elements that support the text's purpose. The **Authentic Writing** box focuses attention on the clearly defined Task, Purpose, Audience, and Key Instructions.

- Chapter 8 Writing Application: Poem, SE pp. 217-219

#### Sample Instruction

**Poems** contain words that are carefully chosen for their meaning, the way they look and sound, and the feelings they evoke in readers. Poems can take different shapes and use different techniques.

Poems ...

- often evoke feelings
- contain striking images and details that appeal to the senses
- may include stanzas, or groups of lines
- may have a variety of musical sounds
- may have a specific form, such as a sonnet

#### Key Features

**Task:** Write a free-verse poem about something or someone you have seen.

**Purpose:** Describe a person, an animal, an object, or an event.

**Audience:** Your family members and friends.

#### Find a Subject

#### Choose Your Words Carefully

#### Use Your Imagination

#### Writing Checklist

- Writing Model



DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

## 8.T.RA.1 Research & Inquiry

### GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 8.T.RA.1.a** Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)
- 8.T.RA.1.b** *Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.* (I)
- 8.T.RA.1.c** *Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.* (C)

### GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

#### STUDENT EDITION

#### Chapter 11 Punctuation

#### Writer's Workshop

- Research Report—SE pp. 287–295  
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.

#### Sample Instruction

##### Prewriting

- Choose a Topic
  - Research Online.
  - Use the library.
- Write a Thesis Statement  
As you conduct preliminary research at the library and on the Internet, use the 5-W and How? questions (Who? What? When? Where? Why? and How?) to focus your research question and to find information specific to your topic.
- Locate Sources
- Take Notes
  - Summarize It.
  - Paraphrase It.
  - Use quotations

##### Drafting

- Write a Beginning, Middle, and End
- Keep It Interesting (sensory details/add dialogue)
- Annotated Writing Model

##### Revising

- Revising Questions
- Annotated Writing Model
- Make Your Sentences Smooth
- Annotated Writing Model

##### Editing and Proofreading

- Proofread Your Draft
- Editing and Proofreading Checklist
- Fix Run-on Sentences
- Annotated Writing Model
- Proofreading Symbols

##### Publishing and Presenting

- Include in letter or email
- Read to class
- Post your story
- Reflect on Your Writing

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH &amp; ANALYSIS (RA)

**8.T.RA.2 Curating Sources & Evidence**

## GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

**8.T.RA.2.a** Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres. (I)

**8.T.RA.2.b** Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I)

**8.T.RA.2.c** Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page. (C)

## GRAMMAR FOR WRITING: NEW EDITION — GRADE 8

STUDENT EDITION**Chapter 11 Punctuation****Writer's Workshop**

- Research Report—SE pp. 287–295  
For this report, you will conduct research at the library and on the Internet. Locate credible sources that contain information on your topic. Then present information from a variety of sources, and use standard citation format.

**Sample Instruction****Prewriting**

- Locate Sources
  - Primary Sources
  - Secondary Sources
  - Source Checklist
- Take Notes
  - Summarize It
  - Paraphrase It
  - Use quotations

**Drafting**

- Avoid Plagiarism
- Add in-text citations
- Include a Works Cited List
- Works Cited List  
Follow the style of documentation your teacher requests. Consult the latest edition of the MLA Handbook for complete information on citing sources.
  - Book citations (MLA style)
  - Web site citation (MLA style)

**Revising**

- Revising Questions
  - Did I avoid plagiarism and cite my sources properly?

**Editing and Proofreading**

- Editing and Proofreading Checklist
  - Have I used the correct format for in-text citations and the Works Cited list?