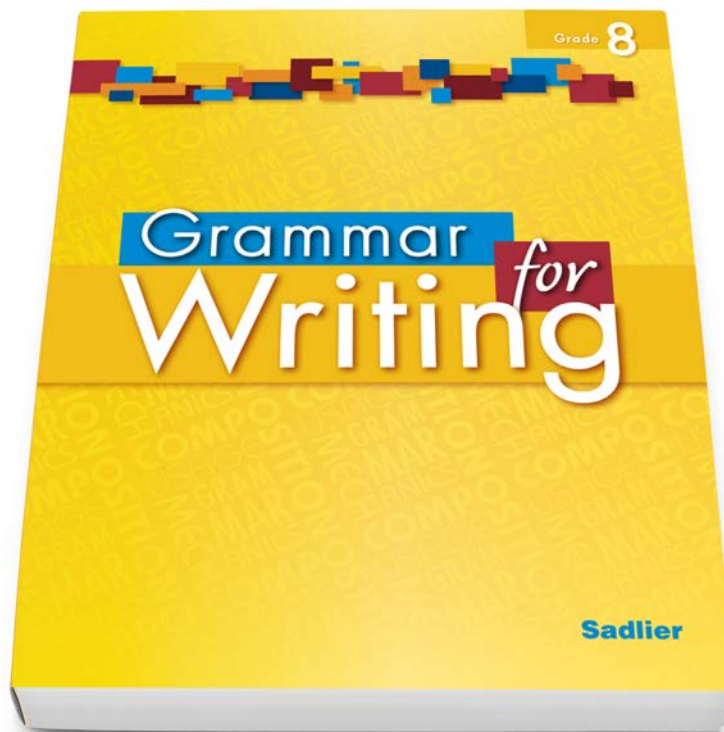


Grammar for Writing

Correlation to the Common Core State Standards
for English Language Arts, Grade 8

Grade 8



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WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117

Example [Grade 8, p. 116]

➡ 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**.
- To support your opinion, give clear **reasons** and **evidence**, such as examples, facts, and statistics.
- Organize your supporting details in **order of importance**. Begin with the least important and end with the most important, or do the reverse, moving from most to least important.
- Explain what you want the reader to do in a clear **call to action**, often at the end of the paragraph.

Chapter 5 Writing an Essay, pp. 126–149

Lesson 5.2 Developing the Thesis, pp. 129–130

Example [Grade 8, p. 129]

➡ To draft an effective thesis, begin by examining your topic. Ask yourself, “What do I want to say about my topic? Do I have any strong opinions about it? What point do I want to communicate to my readers?”

➡ Follow these guidelines when developing a thesis statement:

1. The thesis should be one or more complete sentences.
2. The thesis should express an opinion or main idea. The thesis never simply restates the topic or expresses a fact.
3. The thesis should not be too broad nor too narrow.

DESCRIPTION

Lesson 4.7 Expository and Persuasive Paragraphs provides guidelines for writing a persuasive paragraph. These include expressing a claim, giving reasons to support their claim, and organizing evidence logically.

For **Exercise 3 Writing a Persuasive Paragraph**, students apply instruction given earlier in the lesson. The audience is identified—students at their school—and students choose one of two positions to defend.

In **Lesson 5.2 Developing the Thesis**, students learn how to choose the opinion to write about or the claim they will support in their essay.

In **Exercise 2 Writing Thesis Statements**, student apply what they have learned, working with a partner to brainstorm a list of topics then write a strong thesis statement.

C. Writing Thesis Statements in the **Chapter Review** provides an opportunity for students to formulate a thesis statement that includes a preview of the essay’s organization.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.3 Writing an Introduction, pp. 131–132

Example [Grade 8, p. 131]

➡ Always begin by catching the readers' attention. The chart below compares some effective and ineffective ways to begin.

Effective	Ineffective
<ul style="list-style-type: none"> • state an amazing fact • ask a question • offer a related quotation • tell an anecdote • describe a vivid image • provide an example • make an unusual comparison 	<ul style="list-style-type: none"> • state: "This paper is about..." • state: "I am going to write about..." • begin with an unrelated or minor detail • make a vague or general statement

➡ Let readers know what your topic is right away. Keep your introduction brief. Notice how the writer of the model below began with a question and moved toward a more specific thesis statement.

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.4 Body Paragraphs, pp. 134–136

Example [Grade 8, p. 134]

➡ To support the thesis effectively, elaborate on the ideas in each body paragraph with details that support and explain the topic sentence. Present a variety of details, such as **facts, examples, quotations, anecdotes, and statistics**. (See Lesson 4.2 for more about methods of elaboration.)

Chapter 5 Writing an Essay, pp. 126–149
Writer's Workshop: Persuasive Essay, pp. 140–146

Example [Grade 8, p. 141]

Prewriting

Select a Topic First, you will need to choose your topic. Begin by examining the options provided. Ask yourself:

- Which topic seems most interesting to me?
- Which topic will I be able to write about most effectively?

Create a list like the one below to help you decide your position.

Thesis, or Claim: Students should do community service.

DESCRIPTION

After learning to develop a thesis in Lesson 5.2, students are given specific suggestions in Lesson 5.3 on how to write a strong introduction that includes the claim or thesis statement. Included in the **Writing Model** is an example of a strong introduction.

In **Exercise 1 Creating Strong Introductions**, student work with a partner to discuss then write attention-grabbing introductions for several types of essays.

In **Exercise 2 Writing a Thesis, or Claim**, students choose a topic from Exercise 1 then write a thesis statement for an introductory paragraph.

Exercise 3 and 4 provide additional practice writing and revising an introduction.

In the **Chapter Review Practice Test**, students analyze a thesis and thesis statement

As explained in **Lesson 5.4 Body Paragraphs**, students should present the reasons and evidence supporting their claim in the body paragraphs of their essay. They also learn about logical patterns of organizing evidence that supports the claim.

In **Prewriting: Select a Topic**, students are directed to consider options before choosing an interesting topic. Then they are asked to create a Pros and Con list to help distinguish their claim from alternate or opposing claims.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
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Pros	Cons
Students will learn the value of work.	Students will have less time for schoolwork.
Students will gain a sense of pride in their communities.	Students already have demanding schedules.
Communities will benefit from large numbers of volunteers.	Students may be forced to give up extracurricular activities.

Chapter 5 Writing an Essay, pp. 126–149
Writer’s Workshop: Persuasive Essay, pp. 140–146

In **Key Features** of the **Persuasive Essay** lesson, students learn that their persuasive essay needs a strong thesis or claim, logically organized reasons, and relevant supporting evidence—plus a counterargument and a response that refutes the counterargument.

Chapter 5 Writing an Essay, pp. 126–149
Writer’s Workshop: Persuasive Essay, pp. 140–146

For **Prewriting: Make a Claim**, students learn to distinguish a claim from the topic. They focus the claim in order to avoid trying to defend one that is too broad or too narrow. And they are encouraged to defend a position that has sufficient evidence.

Example [Grade 8, p. 140]

Prewriting

Make a Claim Next, draft your **thesis**, or **claim**.

1. Your thesis should clearly and concisely state your opinion. Avoid simply restating the topic of your essay or making your thesis too broad or too narrow.

STATING TOPIC My paper will be about community service.

TOO BROAD Students have a lot to do.

TOO NARROW Students in my math class are too busy to do a community service project this school year.

2. Your thesis should be thought-provoking and engage readers. You should also be able to support it with reasons that can be backed up by evidence.

STRONG While a community service project has some benefits, it will hurt students’ studying and overload their schedules.

Chapter 5 Writing an Essay, pp. 126–149
Writer’s Workshop: Persuasive Essay, pp. 140–146

Example [Grade 8, p. 142]

In **Prewriting: Explain Your Reasons and Evidence**, students establish reasons that support their position then gather evidence that supports their claim. The evidence can be facts and statistics, examples, quotations, and anecdotes.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Prewriting

Explain Your Reasons and Evidence Be sure that you can provide at least two strong reasons that support your position.

REASON 1 Mandatory community service projects mean less time for studying.

REASON 2 Many students' schedules are already filled with extracurricular activities and family obligations.

DESCRIPTION

In **Prewriting: Avoid Logical Fallacies**, students learn about two types of faulty reasoning: hasty generalizations and circular reasoning.

Chapter 10 Subject-Verb Agreement, pp. 250–267

Writing Application: Review, pp. 261–264

Example [Grade 8, p. 262]

State Your Opinion The purpose of your review is to inform your readers about your opinion and to persuade them to share it. Your opinion is your **thesis**, or **claim**; it gives the main idea of your review. Follow these guidelines to create an effective thesis:

- Clearly state your opinion in the introduction of your review.
- Avoid simply restating your topic.
- Make your opinion clear and concise.
- Briefly give at least two reasons for your opinion.

In **State Your Opinion**, students receive detailed guidelines for presenting a clear and concise claim or opinion as the main idea of their review. Following the guidelines are several examples learn that they need to support their opinion with reasons that are supported by evidence.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117

Chapter 5 Writing an Essay, pp. 126–149

Lesson 5.4 Body Paragraphs, pp. 134–136

Example [Grade 8, p. 134]

DESCRIPTION

In **Lesson 4.7 Expository and Persuasive Paragraphs**, students are instructed to support their claims with reasons and evidence. Examples are shown in context in the **Writing Model**, with the most important reason appearing at the end.

As explained in **Lesson 5.4 Body Paragraphs**, students present the reasons and evidence supporting their claim in the body paragraphs of their essay. They learn about logical

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

► To support the thesis effectively, elaborate on the ideas in each body paragraph with details that support and explain the topic sentence. Present a variety of details, such as **facts, examples, quotations, anecdotes, and statistics**. (See Lesson 4.2 for more about methods of elaboration.)

Example [Grade 8, p. 135]

► Effective body paragraphs should have coherence. Coherence means that your essay flows smoothly and logically from one sentence and paragraph to the next. Help readers follow your ideas easily by using one of the following patterns of organization:

- **Chronological Order** Present events in the order in which they occurred.
- **Order of Importance** Arrange details or reasons from the least important to the most important—or the reverse.
- **Spatial Order** Present details in the order that they are arranged, such as from front to back or top to bottom.
- **Cause and Effect** Describe the relationship between what happens and why it happens.
- **Compare and Contrast** Explain the similarities and differences in people, places, objects, or ideas.

Chapter 5 Writing an Essay, pp. 126–149

Writer’s Workshop: Persuasive Essay, pp. 140–146

Prewriting: Explain Your Reasons and Evidence, p. 142

Example [Grade 8, p. 142]

Then gather a variety of evidence to support each reason:

1. **Facts** are statements that can be proved true. They may include **statistics**, or data expressed in numbers.
2. **Examples** are particular instances that illustrate the point you are trying to make.
3. **Quotations** may include the opinions of specialists in the field that you are discussing. If you directly quote an expert, be sure to enclose the words in quotation marks.
4. **Anecdotes** are brief stories that you have heard about, read about, or seen.

Be careful when using evidence from the Internet. Use Web sites from educational institutions or the government. The URL addresses for these Web sites end in *.edu* or *.gov*.

DESCRIPTION

ways to organize evidence that supports the claim.

The **Prewriting: Explain Your Reasons and Evidence** section guides students in gathering a variety of relevant evidence that supports their claim. They are cautioned to use accurate, credible sources.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

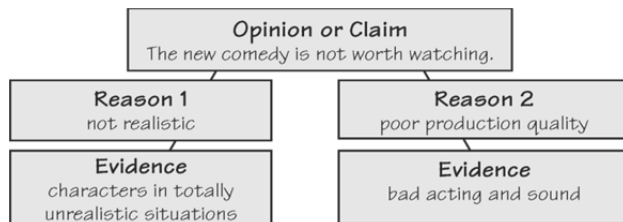
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Chapter 10 Subject-Verb Agreement, pp. 250–267
Writing Application: Review, pp. 261–264

Example [Grade 8, p. 261]

Have you ever left a movie with a very strong opinion? Did you talk to friends about it? If you wrote your opinion and supported it, you would be writing a review.

A **review** is a kind of persuasive writing that tries to convince readers to share an opinion. A review is a kind of persuasive writing, or **argument**, that is written in a formal style. An effective review states a claim, provides reasons to back up the claim, and supports the reasons with strong evidence.



DESCRIPTION

In **Writing Application: Review**, students learn that they need to support their opinion with reasons that are supported by evidence.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117

Example [Grade 8, p. 115]

- 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.

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.4 Body Paragraphs, pp. 134–136

Example [Grade 8, p. 135]

➡ Use transitions between sentences and paragraphs to

DESCRIPTION

In **Lesson 4.7 Expository and Persuasive Paragraphs**, students learn to use transitional words, phrases, and clauses to help readers see the relationships among the supporting details.

In **Lesson 5.4 Body Paragraphs**, students are taught to use words, phrases, and clauses to provide smooth transitions between sentences and paragraphs, also to clarify the relationships among their reasons and evidence.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

clarify the relationships among your ideas.

Purpose	Examples
To show time relationship	after, later, shortly, then
To show importance	above all, most important
To show spatial relationship	around, beside, next to
To show cause and effect	as a result, because, since
To show comparisons	in the same way, similarly
To show contrasts	on the contrary, however

Chapter 5 Writing an Essay, pp. 126–149
Writer’s Workshop: Persuasive Essay, pp. 140–146

Chapter 10 Subject-Verb Agreement, pp. 250–267
Writing Application: Review, pp. 261–264

DESCRIPTION

The **Key Features** box for **Writer’s Workshop: Persuasive Essay** calls for transition words, phrases, and clauses that link claims, reasons, and evidence.

The **Key Features** for **Writing Application: Review** directs students to use transition words, phrases, and clauses to link the reasons to the claim.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1d** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.2 Drafting, pp. 12–13

Example [Grade 8, p. 12]

Remember to use a style that is appropriate to the kind of writing you are drafting. For example, you might use a formal style for a research report or business letter but an informal style for a short story.

Chapter 2 Effective Sentences and Word Choice, pp. 8–31
Lesson 2.1 Sentence Fragments, pp. 33–35

Chapter 3 Sentence Variety and Structure, pp. 64–95
Writer’s Workshop: Compare-Contrast Essay, pp. 86–92

DESCRIPTION

In **Lesson 1.2 Drafting**, students are alerted as to when to use formal or informal styles.

In the **Real-World Writing** sidebar feature in **Lesson 2.1 Sentence Fragments**, students learn that sentence fragments are often used in advertising and to create an informal style, but they should avoid fragments in their academic writing.

The **Key Features** box on page 86 reminds students that a compare-contrast essay should have a formal style and tone.

In **Drafting: Make It Complete** on page 89, students are again

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1d** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p><i>Example [Grade 8, p. 89]</i></p> <p>1. Body The body should include all of the appropriate facts, details, and examples that support your claim. Use either the point-by-point or block method. <u>Establish a formal style and tone</u>, and use precise language and vocabulary specific to your subject matter.</p>	<p>instructed to establish a formal style and tone.</p>
<p>Chapter 5 Writing an Essay, pp. 126–149 Writer’s Workshop: Persuasive Essay, pp. 140–146</p>	<p>The Key Features box for Writer’s Workshop: Persuasive Essay calls for establishing a formal style and reasonable tone.</p>
<p>Chapter 6 Parts of a Sentence., pp. 150–169 Writing Application: Business Letter, pp. 163–166</p> <p><i>Example [Grade 8, p. 165]</i></p> <p>Be Formal You are trying to make a good impression, so use formal style and a professional tone. Formal style includes:</p> <ul style="list-style-type: none">• standard rules of English and spelling• complete sentences• no slang• few, if any, abbreviations or contractions <p>INFORMAL One more thing! Don’t forget that I’ve made the honor roll three times in a row. I’m a hard worker—big time.</p> <p>FORMAL Finally, I have made the honor roll for three consecutive semesters, which shows that I am a very hard worker.</p>	<p>The Key Features and Assignment on page 163 stipulate that students use a formal style and tone for their business letter.</p> <p>The Be Formal section on page 165 describes formal style and gives examples of writing in informal and formal styles.</p> <p>The Writing Checklist on page 166 includes a reminder to check for the use of formal style.</p> <p>In C. Analyzing and Editing a Business Letter of the Chapter Review on page 169, students use proofreading symbols to correct any uses of informal language.</p>
<p>Chapter 10 Subject-Verb Agreement, pp. 250–267 Writing Application: Review, pp. 261–264</p>	<p>The Writing Application: Review assignment requires use of formal style.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1e** Provide a concluding statement or section that follows from and supports the argument presented.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.2 Drafting, pp. 12–13

Example [Grade 8, p. 12]

➡ As you draft, **organize** your writing into the three parts of an essay: the introduction, body, and conclusion.

Introduction	Your introduction should include your essay's thesis statement, or claim, which is the main idea the rest of your essay will defend. It should also grab your readers' attention.
Body	Put all of the main points and details that support your thesis into body paragraphs.
Conclusion	Your conclusion should restate your thesis in new words and be memorable. It should give your readers a sense of completeness.

Chapter 1 The Writing Process, pp. 8–31

Lesson 1.3 Revising, pp. 14–15

Chapter 3 Sentence Variety and Structure, pp. 64–95

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

Example [Grade 8, p. 89]

Make It Complete As you draft, As you draft, be sure to include the three essay parts.

3. **Conclusion** A strong concluding statement should restate your claim and sum up your main points. Be certain that your conclusion follows logically from the information presented in your essay.

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.5 Improving Paragraph Coherence, pp. 109–111

Chapter 5 Writing an Essay, pp. 126–149

Lesson 5.1 Parts of an Essay, pp. 127–128

Example [Grade 8, p. 127]

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

- **Conclusion** The conclusion restates the main idea and gives a sense of completeness to the essay.

DESCRIPTION

Lesson 1.2 Drafting introduces students to the concept of the standard three-part organization of an essay—the introduction, body, and conclusion. For the conclusion or concluding statement, students restate their thesis in a new context connected to the main points and supporting details they included in the body. And, finally, the conclusion should be interesting and memorable, leaving the reader with a sense of completeness.

In **Lesson 1.3 Revising**, students evaluate the effectiveness of the conclusion of their essay.

In **Drafting: Make It Complete**, students are directed to include the three essay parts: introduction, body, and conclusion. The **Revising Questions** look at the strength of the introduction, body, and conclusion.

In **Lesson 4.5 Improving Paragraph Coherence**, the **Common Transitional Words and Phrases** chart includes effective transitional words that can be used in the conclusion of an essay—*as a result, finally, in conclusion, to sum up, and therefore*.

In **Lesson 5.1 Parts of an Essay**, students learn the function of the concluding sentence in a paragraph and the conclusion paragraph of an essay—to restate the main idea.

In **Exercise Organizing an Essay**, students break a sample short essay into five paragraphs and identify the three parts: introduction, body, and conclusion.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1e** Provide a concluding statement or section that follows from and supports the argument presented.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.5 Writing a Conclusion, pp. 137–139

Example [Grade 8, p. 137]

➡ The last paragraph in an essay is called the **conclusion**. It serves three main purposes. It restates the thesis, sums up the essay’s main points, and provides readers with a sense of completeness.

1. **Restate your thesis, or claim, in new words.** By rephrasing your thesis at the end of your essay, you remind readers of your central idea.
2. **Summarize the main points.** This summary should be very brief. Keep your main points in the same order that you presented them in the body of your essay.
3. **Write an effective ending.** Your conclusion should give readers a sense of completeness and leave them thinking about your topic. The chart below lists effective and ineffective ways to conclude an essay.

Effective	Ineffective
<ul style="list-style-type: none"> • offer an opinion • make a call to action • make a prediction about the future • present a quotation • include an anecdote • ask a question • comment on the importance of the topic • answer a question posed in the introduction • repeat key words that were used in the introduction 	<ul style="list-style-type: none"> • state: “That is all I know about...” • apologize that you cannot cover more information • contradict your thesis or any other main point • introduce an unrelated, new, or minor detail • repeat your thesis exactly as you stated it in your introduction

➡ Keep your conclusion brief, usually no more than four or five sentences. The conclusion should balance the introduction. Remember, the body, not the conclusion, is the main part of your essay.

Chapter 5 Writing an Essay, pp. 126–149
Writer’s Workshop: Persuasive Essay, pp. 140–146

Chapter 12 Capitalization and Spelling, pp. 300–322
Writing Application: Timed Essay, pp. 315–318

DESCRIPTION

In **Lesson 5.5 Writing a Conclusion**, students receive thorough instruction on what constitutes a good conclusion and practice writing one that leaves the reader with a sense of completeness.

A chart gives examples of effective and ineffective ways to conclude an essay.

For exercises 1 and 2, students write a response to a classmate’s conclusion then analyze a sample conclusion.

In **Exercise 3 Writing a Conclusion** on page 139, students review the introductory paragraph and body paragraphs they wrote for earlier lessons then follow the five-step exercise in writing their own conclusion.

In **Drafting: Organize the Body**, students are reminded that their essay should contain three basic parts: the introduction, the body, and the conclusion. Then they review the key features of each part. A key reminder: “The conclusion sums up your arguments. It should restate the thesis, or claim, and main reasons.”

In **Write a Complete Essay**, students again review three-part organization—introduction, body, and conclusion—along

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.8.1e** Provide a concluding statement or section that follows from and supports the argument presented.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Example [Grade 8, p. 317]

Write a Complete Essay Then, write the introduction, body, and conclusion.

3. Your **conclusion** restates your thesis, or claim, and all of your essay’s major points. Leave your audience with something to think about. The model below shows one writer’s conclusion.

DESCRIPTION

with a description of each.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.1 Prewriting, pp. 9–11

Chapter 2 Effective Sentences and Word Choice, pp. 8–31
Lesson 2.3 Parallel Structure, pp. 33–35

Example [Grade 8, p. 39]

Use parallel structure in headings, labels, and lists in charts, graphs, and outlines. For example, use nouns for all three subtopics.

- I. Background
 - A. Childhood
 - B. The Education ~~that he had~~
 - C. Family

Chapter 3 Sentence Variety and Structure, pp. 64–95
Writing Application: Compare-Contrast Essay, pp. 86–92

Example [Grade 8, p. 87]

Make Your Point Your thesis states your essay’s central claim. In a compare-contrast essay, it must state what is being compared and the purpose for that comparison. Below

DESCRIPTION

In **Lesson 1.1 Prewriting**, students practice organizing ideas by building a chart.

The **Writing Hint** sidebar feature in **Lesson 2.3 Parallel Structure** directs students to use parallel structure when preparing charts and graphs.

The **Key Features** in **Writing Application: Compare-Contrast Essay** call for a clear thesis, or claim, in the introduction. Students see how to choose and narrow their topic then review samples of effective and ineffective theses. On page 88, students learn to organize ideas using a Venn diagram, the point-by-point method, and block method.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

are common errors that occur when drafting a thesis. The last example shows a strong thesis.

Too Narrow	E-mail pen pals, or e-pals, are better than friends, because they are easier to talk to.
Too Broad	E-mail pen pals, or e-pals, and friends can be great.
Factual	E-mail pen pals, or e-pals, are different from friends who live nearby.
Topic Without a Point	This essay will compare and contrast e-pals and friends who live nearby.
Strong	Though e-pals may come from various backgrounds, the face-to-face contact we have with nearby friends makes them more valuable than e-pals.

Chapter 5 Writing an Essay, pp. 126–149

Lesson 5.2 Developing the Thesis, pp. 129–130

Example [Grade 8, p. 129]

It is often a good idea to include a preview of your essay’s organization in your thesis. Mention the ideas in the order they will appear in the body.

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.1 Main Ideas and Topic Sentences, pp. 97–99

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.2 Methods of Elaboration, pp. 100–102

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.4 Patterns of Organization, pp. 106–108

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117

Example [Grade 8, p. 115]

- Express your main idea clearly. You may state it directly

DESCRIPTION

Lesson 5.2 Developing the Thesis lays out concerns and guidelines for developing the claim or controlling idea of the essay. One suggestion includes previewing the essay’s organization in the thesis.

In **Lesson 4.1 Main Ideas and Topic Sentences**, students learn about stating their topic in a topic sentence. Three **Writing Models** illustrate how to present the topic sentence near the beginning of the paragraph, build up to a point then include it in the middle or end, or omit the statement and simply suggest or imply the main idea.

The **Writing Hint** for **Lesson 4.2 Methods of Elaboration** suggests that students add a chart, diagram, photo, or graph to help explain and clarify their ideas.

Lesson 4.4 Patterns of Organization explains four common patterns of organization: chronological order, spatial order, order of importance, and logical order.

In **Lesson 4.7 Expository and Persuasive Paragraphs**, guidelines for writing an expository paragraph include expressing the main idea clearly.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
in a topic sentence at the beginning of your paragraph.	

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.3 Writing an Introduction, pp. 131–133

Example [Grade 8, p. 131]

The first paragraph of an essay is called the **introduction**. The introduction has three main functions. It grabs your readers’ attention, introduces the topic, and states the main idea, or **thesis**.

➡ Always begin by catching the readers’ attention. The chart below compares some effective and ineffective ways to begin.

Effective	Ineffective
<ul style="list-style-type: none"> • state an amazing fact • ask a question • offer a related quotation • tell an anecdote • describe a vivid image • provide an example • make an unusual comparison 	<ul style="list-style-type: none"> • state: “This paper is about...” • state: “I am going to write about...” • begin with an unrelated or minor detail • make a vague or general statement

➡ Let readers know what your topic is right away. Keep your introduction brief. Notice how the writer of the model below began with a question and moved toward a more specific thesis statement.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249

Writer’s Workshop: Cause-Effect Essay, pp. 239–245

Example [Grade 8, p. 241]

Collect Evidence Provide details and evidence to support your thesis. If you are writing about a topic that calls for research, such as a historical event, use library and Internet resources, read newspapers, and interview experts. Record details in a Cause-Effect Chart.

Lesson 5.3 Writing an Introduction details how to introduce a topic clearly and distinguish between effective and ineffective introductions. Students see several examples, including a strong opening in a writing model.

Students apply the instruction in **Exercise 1 Creating Strong Introductions**. In **Exercise 2 Writing a Thesis, or Claim**, they move from a general topic to a defensible thesis statement.

In **Exercise 3** they write an introduction, and in **Exercise 4** they revise an introduction.

In **Writer’s Workshop: Cause-Effect Essay**, students see how a graphic organizer or chart can help organize ideas, concepts, and information into broader categories.

In **Publishing and Presenting**, students see ways to use graphics and multimedia to share their cause-effect essay.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p style="text-align: center;">Effects</p> <p>Cause Erie Canal—years of difficult, deadly construction end in 1825</p> <p>Effects</p> <ul style="list-style-type: none"> connects Midwest and Atlantic Ocean makes trade with center of country easier, more profitable turns wilderness and small towns into cities 	

Example [Grade 8, p. 245]

Publishing and Presenting

Choose one of these ways to share your cause-effect essay.

- **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.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 3 Sentence Variety and Structure, pp. 64–95 Writing Application: Compare-Contrast Essay, pp. 86–92</p>	<p>As explained in the introduction, the Key Features of a compare-contrast essay include well-chosen facts, details, and examples that compare and contrast.</p>
<p>Chapter 3 Sentence Variety and Structure, pp. 64–95 Writing Application: Compare-Contrast Essay, pp. 86–92</p>	<p>As explained in the introduction, the Key Features of a compare-contrast essay include well-chosen facts, details, and examples that compare and contrast.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.2 Methods of Elaboration, pp. 100–102

Example [Grade 8, p. 100]

► The kind of **elaboration** you need depends on your purpose, topic, and audience. The chart below shows several methods of elaboration.

Facts	statements that can be proved true
Statistics	data expressed in numbers
Examples	specific cases or instances
Reasons	statements that explain opinions
Sensory Details	details about how something looks, sounds, smells, feels, or tastes
Anecdotes	brief stories or incidents
Quotations	spoken or written words from an expert

► To elaborate, ask yourself, “How can I clarify my ideas? What else does my reader need to know?” Some details will come from your own observations and experiences. Others, such as statistics or quotations, will require research.

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.3 Improving Paragraph Unity, pp. 103–105

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117

Example [Grade 8, p. 115]

- Explain and elaborate on your idea by including supporting details, such as facts, examples, and quotations.

Chapter 4 Effective Paragraphs, pp. 96–125
Writing Application: Summary, pp. 118–121

Example [Grade 8, p. 118]

► Every paragraph should be coherent. A paragraph has **coherence** when its sentences connect clearly and smoothly from one to the next. Make sure you organize your ideas in a logical, consistent way.

DESCRIPTION

In **Lesson 4.2 Methods of Elaboration**, students learn to use several methods of elaboration when adding details to their essay that help readers understand their ideas.

Lesson 4.3 Improving Paragraph Unity presents guidelines for improving paragraph unity by eliminating sentences that do not develop the main idea.

In **Lesson 4.7 Expository and Persuasive Paragraphs**, guidelines for writing an expository paragraph include giving supporting details that develop the topic.

For **Exercise 2 Writing an Expository Paragraph**, students apply instruction given earlier in the lesson. In a paragraph of at least six sentences, they compare and contrast two different things, providing relevant details as explained earlier in the lesson.

In **Writing Application: Summary**, students learn the importance of coherence—making sure sentences in a paragraph are connected to each other and taking care that ideas are follow a logical organization.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

1. Group together related details.
2. Then present the related details in an order that makes sense. For example, give the main idea first. Then present the important details that support the main idea.

DESCRIPTION

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.4 Body Paragraphs, pp. 134–136

Example [Grade 8, p. 134]

In an introductory paragraph, the writer presents a topic and **thesis**, or **claim**. This information leads into the body of the essay. The **body paragraphs** provide the details that support the thesis.

➡ To support the thesis effectively, elaborate on the ideas in each body paragraph with details that support and explain the topic sentence. Present a variety of details, such as **facts**, **examples**, **quotations**, **anecdotes**, and **statistics**. (See Lesson 4.2 for more about methods of elaboration.)

Lesson 5.4 Body Paragraphs describes how to support the thesis of the essay with relevant evidence. Students learn that supporting details can be facts, examples, quotations, anecdotes, and statistical data.

The lesson tells how to prepare an informal outline using a **Writing Model**. After that is a discussion of organizational patterns and transitions to help clarify the relationships among ideas.

In the lesson exercises, students practice revising a body paragraph and supporting a thesis.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249

Writer’s Workshop: Cause-Effect Essay, pp. 239–245

Example [Grade 8, p. 241]

Use a Variety of Details Include a variety of specific and relevant details from several different sources.

In **Writer’s Workshop: Cause-Effect Essay**, students review how to develop a topic with a variety of supporting details. Defined in a chart, these relevant details can include facts, examples, quotations, and anecdotes.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.3 Revising, pp. 14–16

Example [Grade 8, p. 14]

DESCRIPTION

The **Revising** guidelines on page 14 focus on logical organization. Students are encouraged to use transitional words and phrases to connect the sentences and paragraphs of their essay.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

➡ Evaluate your essay by answering questions related to five of the six **traits of good writing**.

2. **Organization** How logically did you organize your ideas? Where should you add transitional words and phrases to connect sentences and paragraphs? How effective are your introduction and conclusion?

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Lesson 2.4 Stringy Sentences, pp. 42–43

Example [Grade 8, p.43]

3. Include **transitions** (such as *although, because, and then*) to clarify the connections among ideas. (See Lesson 4.5.)

Chapter 3 Sentence Variety and Structure, pp. 64–95
Lesson 3.2 Varying Sentence Beginnings, pp. 68–70

Example [Grade 8, p. 68]

Common Transitions

also for example
as a result for instance
finally in addition
first similarly
however therefore
See **Lesson 4.5** for additional transitions.

Chapter 3 Sentence Variety and Structure, pp. 64–95
Writer’s Workshop: Compare-Contrast Essay, pp. 86–92

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.4 Patterns of Organization, pp. 106–108

DESCRIPTION

On page 15, the **Writing Model** provides an example of adding a transition during a writer’s revision.

As explained in the margin notes in the Teacher’s Edition for **Exercise 1 Revising a Paragraph**, students should include “adding transitions” when revising the paragraph in the exercise.

Lesson 2.4 Stringy Sentences includes instruction on using transitions to connect ideas.

Lesson 3.2 Varying Sentence Beginnings suggests ways to make writing more lively and interesting, including using an adverb or transition word to start a sentence. The instruction features a sidebar box with several common transitions.

In **Writer’s Workshop: Compare-Contrast Essay**, the **Writing Hint** on page 89 reminds students to use transitions to signal comparisons and contrasts. This type of transition includes *also, in contrast, conversely, likewise, however, and similarly*.

The **Writing Model** on the same page features a transition in context, while the second **Revision Questions** on page 90 focuses on organization and adding transitions.

The **Writing Hint** on page 106 reminds students that transitional words and phrases (such as *for example, next, and however*) are an important part of the organization of an essay in that they help readers understand how sentences relate to each other.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

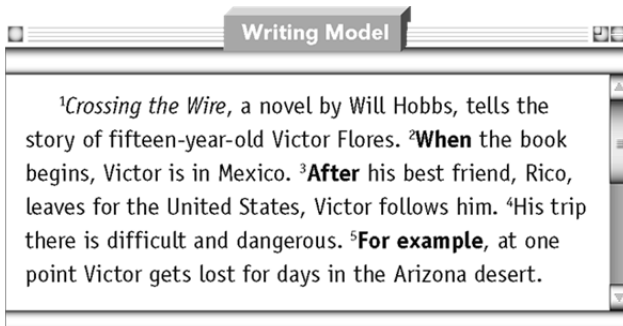
- **CCSS.ELA-Literacy.W.8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.5 Improving Paragraph Coherence, pp. 109–111

Examples [Grade 8, p. 109]

- ▶ Use the strategies below to improve **coherence**.
- 2. **Add transitional words and phrases.** Transitional words signal the logical relationship between ideas and build links between sentences and paragraphs.



Common Transitional Words and Phrases	
To show time	after, as, before, during, immediately, meanwhile, soon, then, when, while
To show location	above, behind, below, beyond, in front of, nearby, on top of, opposite, under
To show order of importance	above all, first, last, mainly, most important, of least importance, second
To show examples	for example, for instance, in addition, such as, to illustrate
To show cause and effect	as a result, because, consequently, for this reason, since, so, therefore
To show similarities and differences	also, but, however, in contrast, likewise, on the other hand, similarly, yet
To summarize	as a result, finally, in conclusion, to sum up, therefore

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117

Example [Grade 8, p. 115]

- Organize your details logically. Use **transitional words and phrases** (such as first, for example, and in contrast)

DESCRIPTION

After introductory instruction, students see examples of transitional words and phrases in context in the **Writing Model** in **Lesson 4.5 Improving Paragraph Coherence**.

The **Common Transitional Words and Phrases** chart lists several transitions according to purpose—to show time, to show location, to show examples, etc.

For **Exercise 2 Analyzing a Model**, students identify and circle transitions in the **Literary Model**.

In **Lesson 4.7 Expository and Persuasive Paragraphs**, students are instructed to arrange details logically, using transitions to show how sentences and paragraphs relate to each other.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>to help readers see how one detail or sentence connects to another.</p>	
<p>Chapter 4 Effective Paragraphs, pp. 96–125 Writing Application: Summary, pp. 118–121 <i>Example [Grade 8, p. 120]</i></p> <p>3. Use transitions, such as <i>finally</i>, <i>therefore</i>, and <i>however</i>.</p>	<p>In Writing Application: Summary, students are reminded to use transitions to connect sentences and paragraphs.</p>
<p>Chapter 5 Writing an Essay, pp. 126–149 Lesson 5.4 Body Paragraphs, pp. 134–136 <i>Example [Grade 8, p. 135]</i></p> <p>Choose an organizational pattern that matches your purpose. For example, chronological order probably makes the most sense for a narrative or autobiographical essay.</p> <p>► Use transitions between sentences and paragraphs to clarify the relationships among your ideas.</p>	<p>In Lesson 5.4 Body Paragraphs, students revisit the importance of using transitions to achieve coherence in their writing. A chart matches purposes (based on pattern of organization) to transitions or transitional phrases.</p> <p>For Exercise 1 Revising a Body Paragraph, students add transitions to the sample paragraph to improve coherence.</p> <p>For Exercise 2 Supporting the Thesis, or Claim, students are asked to use transitions effectively.</p>
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249 Writer’s Workshop: Cause-Effect Essay, pp. 239–245</p>	<p>Students are instructed to include Key Features listed on page 275. They include transitions that clarify the relationships among ideas.</p>
<p>Chapter 11 Punctuation, pp. 268–299 Lesson 11.4 Commas III, pp. 275–276</p>	<p>On page 275 of Lesson 11.4 Commas III is a sidebar feature, Some Parenthetical and Transitional Expressions, with a list of transitional phrases that are set off by commas. These include <i>as a result</i>, <i>incidentally</i>, <i>by the way</i>, <i>in fact</i>, <i>for example</i>, <i>moreover</i>, <i>for instance</i>, and <i>nevertheless</i>.</p>
<p>Chapter 11 Punctuation, pp. 268–299 Lesson 11.5 Semicolons and Colons, pp. 277–278</p>	<p>Lesson 11.5 Semicolons and Colons explains using a semicolon before a transitional expression that joins two independent clauses. Listed in the margin are several common transitional expressions.</p>

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 3 Sentence Variety and Structure, pp. 64–95
Writer’s Workshop: Compare-Contrast Essay, pp. 86–92

Examples [Grade 8, p. 89]

2. **Body** The body should include all of the appropriate facts, details, and examples that support your claim. Use either the point-by-point or block method. Establish a formal style and tone, and use precise language and vocabulary specific to your subject matter.

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.2 Methods of Elaboration, pp. 100–102

Example [Grade 8, p. 100]

► The kind of **elaboration** you need depends on your purpose, topic, and audience. The chart below shows several methods of elaboration.

Facts	statements that can be proved true
Statistics	data expressed in numbers
Examples	specific cases or instances
Reasons	statements that explain opinions
Sensory Details	details about how something looks, sounds, smells, feels, or tastes
Anecdotes	brief stories or incidents
Quotations	spoken or written words from an expert

Chapter 4 Effective Paragraphs, pp. 96–125
Writing Application: Summary, pp. 118–121

Example [Grade 8, p. 120]

Keep Your Ideas Organized Every paragraph should be coherent. A paragraph has **coherence** when its sentences connect clearly and smoothly from one to the next. Make sure you organize your ideas in a logical, consistent way.

3. Use **transitions**, such as *finally*, *therefore*, and *however*.

DESCRIPTION

In **Writer’s Workshop: Compare-Contrast Essay**, the **Key Features** box on page 86 directs students to use precise language and vocabulary specific to the topic. That direction is repeated on page 89 when students are drafting their essay.

In **Lesson 4.2 Methods of Elaboration**, students learn that effective elaboration—credible supporting evidence that includes examples, reasons, and sensory details—should be presented using precise language and domain-specific vocabulary (such as “spoken or written words from an expert”).

In **Writing Application: Summary**, students are reminded to use transitions to connect sentences and paragraphs.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2e** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.2 Drafting, pp. 12–13

Example [Grade 8, p. 12]

Remember to use a style that is appropriate to the kind of writing you are drafting. For example, you might use a formal style for a research report or business letter but an informal style for a short story.

Chapter 2 Effective Sentences and Word Choice, pp. 8–31
Lesson 2.1 Sentence Fragments, pp. 33–35

Chapter 3 Sentence Variety and Structure, pp. 64–95
Writer’s Workshop: Compare-Contrast Essay, pp. 86–92

Example [Grade 8, p. 89]

2. **Body** The body should include all of the appropriate facts, details, and examples that support your claim. Use either the point-by-point or block method. Establish a formal style and tone, and use precise language and vocabulary specific to your subject matter.

Chapter 6 Parts of a Sentence., pp. 150–169
Writing Application: Business Letter, pp. 163–166

Example [Grade 8, p. 163]

Key Instructions: Include your qualifications for the job using a formal style and tone.

Example [Grade 8, p. 165]

Be Formal You are trying to make a good impression, so use formal style and a professional tone. Formal style includes:

- standard rules of English and spelling
- complete sentences
- no slang
- few, if any, abbreviations or contractions

INFORMAL One more thing! Don’t forget that I’ve made the honor roll three times in a row. I’m a hard worker—big time.

FORMAL Finally, I have made the honor roll for three consecutive semesters, which shows that I

DESCRIPTION

In **Lesson 1.2 Drafting**, students are alerted as to when to use formal or informal styles.

In the **Real-World Writing** sidebar feature in **Lesson 2.1 Sentence Fragments**, students learn that sentence fragments are often used in advertising and to create an informal style, but they should avoid fragments in their academic writing.

The **Key Features** box on page 86 reminds students that a compare-contrast essay should have a formal style and tone.

In **Drafting: Make It Complete** on page 89, students are again instructed to establish a formal style and tone.

The **Key Features** and Assignment on page 163 stipulate that students use a formal style and tone for their business letter.

The **Be Formal** section on page 165 describes formal style and gives examples of writing in informal and formal styles.

The **Writing Checklist** on page 166 includes a reminder to check for the use of formal style.

In **C. Analyzing and Editing a Business Letter** of the **Chapter Review**, students use proofreading symbols to correct any uses of informal language.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2e** Establish and maintain a formal style.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
am a very hard worker.	
Chapter 10 Subject-Verb Agreement , pp. 250–267 Writing Application: Review , pp. 261–264	The Writing Application: Review assignment requires use of formal style.
Chapter 11 Punctuation , pp. 268–299 Writer’s Workshop: Research Report , pp. 287–295	For their research report, students are directed to use formal style.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
Chapter 1 The Writing Process , pp. 8–31 Lesson 1.2 Drafting , pp. 12–13	In Lesson 1.2 Drafting , students consider the three parts of an essay, plus a description of each—introduction, body, and conclusion. For the conclusion, they are instructed to restate their thesis in a summary that is memorable and gives the reader a sense of completeness.
Chapter 1 The Writing Process , pp. 8–31 Lesson 1.3 Revising , pp. 14–15	In Lesson 1.3 Revising , students evaluate the effectiveness of the conclusion of their essay.
Chapter 3 Sentence Variety and Structure , pp. 64–95 Writer’s Workshop: Compare-Contrast Essay , pp. 86–92	In Drafting: Make It Complete , students are directed to include the three essay parts: introduction, body, and conclusion. The Make It Complete instructions guide students in writing a logical conclusion that restates the claim and sums up the main points. The Revising Questions look at the strength of the introduction, body, and conclusion.
Chapter 4 Effective Paragraphs , pp. 96–125 Lesson 4.5 Improving Paragraph Coherence , pp. 109–111	In Lesson 4.5 Improving Paragraph Coherence , the Common Transitional Words and Phrases chart includes effective transitional words that can be used in the conclusion of an essay— <i>as a result, finally, in conclusion, to sum up, and therefore</i> .
Chapter 5 Writing an Essay , pp. 126–149 Lesson 5.1 Parts of an Essay , pp. 127–128	In Lesson 5.1 Parts of an Essay , students learn the function of the concluding sentence in a paragraph and the conclusion paragraph of an essay—to restate the main idea and bring

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Example [Grade 8, p. 127]

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

4. **Conclusion** The conclusion restates the main idea and gives a sense of completeness to the essay.

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.5 Writing a Conclusion, pp. 137–139

Example [Grade 8, p. 137]

➡ The last paragraph in an essay is called the **conclusion**. It serves three main purposes. It restates the thesis, sums up the essay’s main points, and provides readers with a sense of completeness.

1. **Restate your thesis, or claim, in new words.** By rephrasing your thesis at the end of your essay, you remind readers of your central idea.
2. **Summarize the main points.** This summary should be very brief. Keep your main points in the same order that you presented them in the body of your essay.
3. **Write an effective ending.** Your conclusion should give readers a sense of completeness and leave them thinking about your topic. The chart below lists effective and ineffective ways to conclude an essay.

Effective	Ineffective
<ul style="list-style-type: none"> • offer an opinion • make a call to action • make a prediction about the future • present a quotation • include an anecdote • ask a question • comment on the importance of the topic • answer a question posed in the introduction • repeat key words that were used in the introduction 	<ul style="list-style-type: none"> • state: “That is all I know about...” • apologize that you cannot cover more information • contradict your thesis or any other main point • introduce an unrelated, new, or minor detail • repeat your thesis exactly as you stated it in your introduction

➡ Keep your conclusion brief, usually no more than four or five sentences. The conclusion should balance the introduction. Remember, the body, not the conclusion, is the main part of your essay.

DESCRIPTION

about a sense of completeness for the reader..

In **Exercise Organizing an Essay**, students break a sample short essay into five paragraphs and identify the three parts: introduction, body, and conclusion.

In **Lesson 5.5 Writing a Conclusion**, students receive thorough instruction on what constitutes a good conclusion then practice writing one that leaves the reader with a sense of completeness.

A chart gives examples of effective and ineffective ways to conclude an essay.

For exercises 1 and 2, students write a response to a classmate’s conclusion then analyze a sample conclusion.

In **Exercise 3 Writing a Conclusion** on page 139, students review the introductory paragraph and body paragraphs they wrote for earlier lessons then follow the five-step exercise in writing their own conclusion.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **CCSS.ELA-Literacy.W.8.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249 Writer’s Workshop: Cause-Effect Essay, pp. 239–245</p>	<p>Students are instructed to include Key Features listed on page 275. This includes a conclusion that follows from the information given.</p>
<p>Chapter 11 Punctuation, pp. 268–299 Writer’s Workshop: Research Report, pp. 287–295 <i>Example [Grade 8, p. 292]</i></p> <p>Drafting: End with a Bang Your concluding paragraph is just as important as your introduction. You should always leave your readers with a strong and positive impression of your work. Follow the guidelines below when drafting your conclusion.</p> <ol style="list-style-type: none">1. Recall your thesis, or claim. Your conclusion should restate your thesis in new words. By restating your thesis, you will remind your readers of your report’s main point and create a sense of completeness.2. Summarize key ideas. You should briefly recall in a sentence or two all of the main points in your essay.3. End forcefully. Always leave your readers with something to think about. Ask a question that reinforces your main point, or end with a prediction or an interesting quotation.	<p>The Drafting: End with a Bang instructions on page 292 help students understand how to craft a strong concluding paragraph for their report. They are directed to restate the thesis, or claim, summarize key points, and close with a thought-provoking question or call to action.</p>

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–31 Writer’s Workshop: Personal Narrative, pp. 22–28 <i>Example [Grade 8, p. 24]</i></p>	<p>The Key Features for Writer’s Workshop: Personal Narrative alert students to the importance of building their story around a logically organized event sequence.</p> <p>In the Writing Hint, students learn about point of view and using personal pronouns when telling their story.</p>

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

DESCRIPTION

WRITING HINT

In a personal narrative, *you* are telling the story. Remember to tell the story from your **point of view**, or perspective. Use pronouns such as *I*, *me*, and *we* to describe what happened.

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Personal Narrative, pp. 22–28

Example [Grade 8, p. 25]

- How clearly have I presented the order of events?

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Writing Application: Character Sketch, pp. 56–59

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.6 Descriptive and Narrative Paragraphs, pp. 112–114

Example [Grade 8, p.113]

▶ When you want to tell a story—fictional or true—or relate the steps in a process, use these tips to write an effective **narrative paragraph**.

- Divide the story or process into a series of separate events or actions.
- Use **chronological order** to tell the events in the order they occurred in time. Include **transitions** (such as later and at the same time) to help readers follow the sequence.
- Include details that help answer *who*, *what*, *when*, *where*, *why*, and *how* questions for readers.

The **Revising Questions** help students analyze sequence of events.

For the **Writing Application: Character Sketch**, students write a description of a fictional character’s appearance, personality, and behavior. The lesson shows how to build a Character Map and determine the main impression students want to create about their character. Then student writers make their character come alive by relating details about their traits and actions. Students use incidents and dialogue to indirectly reveal what their character feels and thinks.

In **4.6 Descriptive and Narrative Paragraphs**, students study tips for writing an effective narrative paragraphs, which include using chronological order to tell the events of a story in the order they occurred in time.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Personal Narrative, pp. 22–28

Example [Grade 8, p. 24]

Add **dialogue**, or the exact words spoken by people in your story. Dialogue makes your narrative more interesting and realistic.

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Writing Application: Character Sketch, pp. 56–59

Example [Grade 8, p. 58]

Make Your Character Come Alive Although your character is fictional, you want your audience to believe that he or she could exist in real life. Support the traits you give your character with specific **incidents** from his or her life, as well as with **dialogue**, or conversations with other characters.

Traits	Incidents	Dialogue
bangs cover eyes	classmate lifts bangs to see if sleeping	“You could hide a horse under those.”
very competitive	challenges older boy to race	“I’ll even run barefoot to make it easier on you.”
loud	constantly tells others she can beat them at anything	“I bet I can win,” Marla insisted.

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.6 Descriptive and Narrative Paragraphs, pp. 112–114

DESCRIPTION

The **Key Features of Writer’s Workshop: Personal Narrative** describes narrative techniques, including dialogue and description, to develop experiences and events.

The **Revising Questions** include “Where should I add sensory details or dialogue?”

For the **Writing Application: Character Sketch**, students write a description of a fictional character’s appearance, personality, and behavior. The lesson shows how to build a Character Map and determine the main impression students want to create about their character. Then student writers make their character come alive by relating details about their traits and actions. Students use incidents and dialogue to indirectly reveal what their character feels and thinks.

The **Writing Model** in **4.6 Descriptive and Narrative Paragraphs** shows how to dramatically present a character and setting while addressing spatial order, pacing, and description.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3c** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.3 Revising, pp. 14–16

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Personal Narrative, pp. 22–28

Example [Grade 8, p. 24]

Drafting

Write a Beginning, Middle, and End To make drafting easier, organize your narrative into three parts.

Beginning	Middle	End
<ul style="list-style-type: none"> • Grab the readers’ attention. • Set the scene, and tell who was involved. 	<ul style="list-style-type: none"> • Present the events in chronological order, or the order in which they happened. • Use transitional words and phrases, such as <i>first</i> and <i>next</i>, to signal what happened when. 	<ul style="list-style-type: none"> • Share your feelings about the experience. • Tell why it was important.

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Lesson 2.4 Stringy Sentences, pp. 42–43

Chapter 3 Sentence Variety and Structure, pp. 64–95
Lesson 3.2 Varying Sentence Beginnings, pp. 68–70

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.4 Patterns of Organization, pp. 106–108

Chapter 4 Effective Paragraphs, pp. 96–125
Lesson 4.5 Improving Paragraph Coherence, pp. 109–111

Examples [Grade 8, p. 109]

➡ Use the strategies below to improve **coherence**.

3. Add transitional words and phrases. Transitional

DESCRIPTION

The **Revising** guidelines on page 14 encourage students to use transitional words and phrases to connect the sentences and paragraphs of their writing.

In **Writer’s Workshop: Personal Narrative: Drafting**, students are given examples of transitional words they can use in the middle of their narrative that help show the sequence of events.

Lesson 2.4 Stringy Sentences includes instruction on using transitions such as *although*, *because*, and *then* to connect ideas in their writing.

Lesson 3.2 Varying Sentence Beginnings suggests ways to make writing more lively and interesting, including using an adverb or transition word to start a sentence. The instruction features a sidebar box with several common transitions—*also*, *as a result*, *finally*, *first*, *however*, *for example*, *for instance*, *in addition*, and *therefore*.

The **Writing Hint** on page 106 reminds students that transitional words and phrases (such as *for example*, *next*, and *however*) are an important part of the organization of an essay because they help show readers how sentences relate to each other.

After introductory instruction for *Lesson 4.5 Improving Paragraph Coherence*, students see examples of transitional words and phrases in context in the **Writing Model** in **Lesson 4.5 Improving Paragraph Coherence**.

The **Common Transitional Words and Phrases** chart lists several transitions according to purpose—to show time, to

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3c** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

words signal the logical relationship between ideas and build links between sentences and paragraphs.

Common Transitional Words and Phrases	
To show time	after, as, before, during, immediately, meanwhile, soon, then, when, while
To show location	above, behind, below, beyond, in front of, nearby, on top of, opposite, under
To show order of importance	above all, first, last, mainly, most important, of least importance, second
To show examples	for example, for instance, in addition, such as, to illustrate
To show cause and effect	as a result, because, consequently, for this reason, since, so, therefore
To show similarities and differences	also, but, however, in contrast, likewise, on the other hand, similarly, yet
To summarize	as a result, finally, in conclusion, to sum up, therefore

DESCRIPTION

show location, to show examples, etc.

For **Exercise 2 Analyzing a Model**, students identify and circle transitions in the **Literary Model**.

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.6 Descriptive and Narrative Paragraphs, pp. 112–114

Example [Grade 8, p. 112]

▶ 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**.

- **Add transitional words and phrases.** Arrange details in spatial order, moving from near to far, left to right, or top to bottom. Use transitions (such as *above* and *under*) to signal shifts in setting and to help readers form a clear picture in their minds.

Example [Grade 8, p. 113]

▶ When you want to tell a story—fictional or true—or relate the steps in a process, use these tips to write an effective **narrative paragraph**.

- Use **chronological order** to tell the events in the order they occurred in time. Include **transitions** (such as *later* and *at the same time*) to help readers follow the sequence.

Chapter 4 Effective Paragraphs, pp. 96–125

Writing Application: Summary, pp. 118–121

In **Lesson 4.6 Descriptive and Narrative Paragraphs**, students are counseled to arrange details in spatial order, using transitions to signal shifts in position, setting, or time.

For **Exercise 1 Analyzing a Model**, students identify transitions used in the **Literary Model**.

In **Writing Application: Summary**, students are reminded to use transitions such as *finally*, *therefore*, and *however* to

WRITING: Text Types and Purposes

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


- **CCSS.ELA-Literacy.W.8.3c** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
Chapter 11 Punctuation , pp. 268–299 Lesson 11.4 Commas III , pp. 275–276	connect sentences and paragraphs. On page 275 of Lesson 11.4 Commas III is a sidebar feature, Some Parenthetical and Transitional Expressions , with a list of transitional phrases that are set off by commas. These include <i>as a result</i> , <i>incidentally</i> , <i>by the way</i> , <i>in fact</i> , <i>for example</i> , <i>moreover</i> , <i>for instance</i> , and <i>nevertheless</i> .
Chapter 11 Punctuation , pp. 268–299 Lesson 11.5 Semicolons and Colons , pp. 277–278	Lesson 11.5 Semicolons and Colons instructs students to use a semicolon before a transitional expression that joins two independent clauses. Listed in the margin are several common transitional expressions.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
Chapter 1 The Writing Process , pp. 8–31 Lesson 1.3 Revising , pp. 14–16 <i>Example [Grade 8, p. 14]</i>  Evaluate your essay by answering questions related to five of the six traits of good writing . 4. Word Choice Which nouns, adjectives, verbs, and adverbs need to be replaced with more precise words? Which words have been used too often? Where could you add more vivid description or eliminate unnecessary words or phrases?	Lesson 1.3 Revising lists six traits of good writing. The fourth item focuses on word choice. Students are encouraged to replace words with ones that better convey their intended meaning.
Chapter 1 The Writing Process , pp. 8–31 Writer’s Workshop: Personal Narrative , pp. 22–28 <i>Example [Grade 8, p. 24]</i> Keep It Interesting Create pictures in the readers’ minds with sensory details (sights, sounds, smells, tastes, and	The Key Features of Writer’s Workshop: Personal Narrative stresses the importance of using sensory details and precise language. Students are given examples of sensory language in context in a writing model. The Revising Questions include “Where should I add sensory details or dialogue?”

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

textures).

ORIGINAL I was upset.

REVISED I rolled my eyes and let out a long, loud sigh.

Add **dialogue**, or the exact words spoken by people in your story. Dialogue makes your narrative more interesting and realistic.

DESCRIPTION

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Lesson 2.6 Colorful Language, pp. 47–49

Examples [Grade 8, p.47]

➡ Good writers use **colorful language** to express their meaning precisely and engage their readers with specific details and a lively style. For example, notice the differences in these two descriptions of the same event. Why does the second one give readers a more vivid picture of the scene?

➡ Follow these suggestions to add colorful language that will make your meaning precise and create strong word pictures for your readers.

General	More Specific	Most Specific
publication	magazine	<i>Time</i>
creature	bird	pelican
people	explorers	Lewis and Clark
object	tool	screwdriver

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Writing Application: Character Sketch, pp. 56–59

Example [Grade 8, p.58]

Use Colorful Language Good writers use **imagery** to create clear pictures in people’s minds. Simply stating the facts won’t create imagery. To show what you mean, use **colorful language**, which includes specific nouns, vivid verbs, and precise modifiers.

VAGUE Marla liked to win things.

PRECISE Marla liked to win board games, races, and other contests. [specific nouns]

Chapter 2 Review—p. 60–63

Lesson 2.6 Colorful Language teaches that a lively writing style uses specific, precise, and engaging words to create a vivid picture in the mind of the reader. The lesson features several examples of colorful language presented in context.

In **Exercise 1 Adding Colorful Language**, students revise sentences by adding details specified in the parentheses.

In **Exercise 2 Improving Your Own Writing**, students look for dull or vague language in their own stories or essays then rewrite the sentences using specific nouns, vivid verbs, and strong, precise adjectives and adverbs.

The **Use Colorful Language** instruction features several examples to help students distinguish between vague and precise expressions.

The **Writing Checklist** includes the question, “use imagery and colorful language?”

In **D. Revising a Character Sketch** in the **Chapter Review**, students add colorful and figurative language to create a vivid picture of the person.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

DESCRIPTION

D. Revising a Character Sketch, p. 63

Chapter 4 Effective Paragraphs, pp. 96–125

Lesson 4.6 Descriptive and Narrative Paragraphs, pp. 112–114

Example [Grade 8, p. 112]

▶ 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.

- Use **precise language**, especially specific nouns and adjectives (such as *convertible* and *gold*) rather than general ones (such as *car* and *colorful*).
- Use **sensory details** (sights, sounds, textures, smells, and tastes) to create a strong **main impression**.

Chapter 8 Verbs, pp. 198–223

Writing Application: Poem, pp. 217–119

Example [Grade 8, p. 218]

Choose Your Words Carefully Compared to novels or short stories, most modern poems are very short. So, choose your words carefully.

- Pay attention to **denotation**, or a word's dictionary definition, and to **connotation**, or the feelings that a word evokes. (See Lesson 2.7.)
- Choose colorful words that best express the exact ideas you are trying to convey. Try repeating key words for emphasis.
- Choose specific **sensory details** that appeal to the five senses (touch, smell, sight, sound, and taste).

Chapter 12 Capitalization and Spelling, pp. 300–322

Lesson 12.2 Geographical Names, pp. 303–304

Tips listed in **Lesson 4.6 Descriptive and Narrative Paragraphs** include using precise language and sensory details to create a strong impression.

In **Writing Application: Poem**, students study a form of creative writing that features sensory language—words that are carefully chosen for their precise meaning and how they make the reader feel.

The **Writing Hint** on page 218 describes two sound devices writers can use to convey a certain feeling or mood.

Alliteration is the repetition of consonant sounds at the beginning of words, while **consonance** is the repetition of consonant sounds in the middle or at the end of words.

The **Connecting Writing & Grammar** idea on page 304 advises students to use vivid verbs and colorful modifiers to help readers envision places they describe in their writing.

WRITING: Text Types and Purposes

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

- **CCSS.ELA-Literacy.W.8.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Writer’s Workshop: Personal Narrative, pp. 22–28

Example [Grade 8, p. 22]

Your personal narrative should have the following features.

Key Features

- logically organized event sequence
- narrative techniques, such as dialogue and description, to develop experiences and events
- transitions to signal shifts in time and setting
- sensory details and precise language
- ending that concludes and reflects on the events

DESCRIPTION

The **Key Features** of **Writer’s Workshop: Personal Narrative** calls for an ending that concludes and reflects on the events described in the narrative.

The **Writing Model** on page 26 demonstrates how to conclude with a short sentence.

In the **Assignment**, students see the Purpose—to tell about and reflect on a meaningful experience.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.1 Prewriting, pp. 9–11
Lesson 1.2 Drafting, pp. 12–13
Lesson 1.3 Revising, pp. 14–16
Lesson 1.4 Editing and Proofreading, pp. 17–19
Lesson 1.5 Publishing and Presenting, pp. 20–21

Chapter 2 Effective Sentences and Word Choice., pp. 32–63
Lesson 2.1 Sentence Fragments, pp. 33–35
Lesson 2.2 Run-on Sentences, pp. 36–38
Lesson 2.3 Parallel Structure, pp. 39–41
Lesson 2.4 Stringy Sentences, pp. 42–43
Lesson 2.5 Wordy Sentences, pp. 44–46
Lesson 2.6 Colorful Language, pp. 47–49
Lesson 2.7 Denotation and Connotation, pp. 50–52
Lesson 2.8 Figurative Language, pp. 53–55

Chapter 3 Sentence Variety, pp. 64–95
Lesson 3.1 Varying Sentence Length, pp. 65–67
Lesson 3.2 Varying Sentence Beginnings, pp. 68–70
Lesson 3.3 Independent and Subordinate Clauses, pp. 71–73
Lesson 3.4 Types of Sentence Structure, pp. 74–76
Lesson 3.5 Using Phrases, pp. 77–79
Lesson 3.6 Combining Sentences: Coordinating

DESCRIPTION

Chapter 1 The Writing Process takes students through each of the typical steps for creating a written work, from initial brainstorming to the final publication or presentation.

Chapters 2 through 3 focus on sentences and words. Students learn how to avoid common problems with sentences that detract from the clarity of their writing. They are also study the use of sentence structure and language as aspects of style.

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Conjunctions, pp. 80–81 Lesson 3.7 Combining Sentences: Key Words and Phrases, pp. 82–83 Lesson 3.8 Combining Sentences: Subordinate Clauses, pp. 84–85</p>	
<p>Chapter 4 Effective Paragraphs, pp. 96–125 Lesson 4.1 Main Ideas and Topic Sentences, pp. 97–99 Lesson 4.2 Methods of Elaboration, pp. 100–102 Lesson 4.3 Improving Paragraph Unity, pp. 103–105 Lesson 4.4 Patterns of Organization, pp. 106–108 Lesson 4.5 Improving Paragraph Coherence, pp. 109–111 Lesson 4.6 Descriptive and Narrative Paragraphs, pp. 112–114 Lesson 4.7 Expository and Persuasive Paragraphs, pp. 115–117</p>	<p>In Chapter 4 Effective Paragraphs, students combine sentences into paragraphs as they focus on developing and organizing ideas. They also learn to distinguish between narrative, descriptive, and expository/persuasive writing.</p>
<p>Chapter 5 Writing an Essay, pp. 126–149 Lesson 5.1 Parts of an Essay, pp. 127–128 Lesson 5.2 Developing the Thesis, pp. 129–130 Lesson 5.3 Writing an Introduction, pp. 131–133 Lesson 5.4 Body Paragraphs, pp. 134–136 Lesson 5.5 Writing a Conclusion, pp. 137–139</p>	<p>The culmination of Part 1: Composition, Chapter 5 Writing an Essay provides students the opportunity to apply what they have studied in the previous four chapters. With detailed instruction, they examine the parts of an essay, select a thesis, then write the introduction, body paragraphs, and conclusion of their own essay. In each lesson, students analyze and correct their work.</p>
<p>Writer’s Workshop: Personal Narrative, pp. 22–28; Writer’s Workshop: Compare-Contrast Essay, pp. 86–92; Writer’s Workshop: Persuasive Essay, pp. 140–146; Writer’s Workshop: Literary Analysis, pp. 187–193; Writer’s Workshop: Cause-Effect Essay, pp. 239–245; Writer’s Workshop: Research Report, pp. 287–295</p>	<p>Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of Key Features; an Assignment guide that identifies the task, audience, and purpose; Writing Models; tips such as Writing Hint and Real-World Writing; Revising and Editing and Proofreading checklists; and Reflect On Your Writing ideas.</p>
<p>Writing Application: Character Sketch, pp. 56–59; Writing Application: Summary, pp. 118–121; Writing Application: Business Letter, pp. 163–166; Writing Application: Poem, pp. 217–219; Writing Application: Review, pp. 261–264; Writing Application: Timed Essay, pp. 315–318</p>	<p>Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as summaries, poems, business letters, and reviews. Like the Writer’s Workshops, they include Key Features; Assignment with Task, Purpose, and Audience; tips such as Writing Hint and Connecting Writing & Grammar; Writing Checklist; and a Writing Model.</p>

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.1 Prewriting, pp. 9–11
Lesson 1.2 Drafting, pp. 12–13
Lesson 1.3 Revising, pp. 14–16
Lesson 1.4 Editing and Proofreading, pp. 17–19

Chapter 5 Writing an Essay, pp. 126–149
Lesson 5.1 Parts of an Essay, pp. 127–128
Lesson 5.2 Developing the Thesis, pp. 129–130
Lesson 5.3 Writing an Introduction, pp. 131–133
Lesson 5.4 Body Paragraphs, pp. 134–136
Lesson 5.5 Writing a Conclusion, pp. 137–139

Writer’s Workshop

Personal Narrative, pp. 22–28; **Compare-Contrast Essay**, pp. 86–92; **Persuasive Essay**, pp. 140–146; **Literary Analysis**, pp. 187–193; **Cause-Effect Essay**, pp. 239–245; **Research Report**, pp. 287–295

Writing Application

Character Sketch, pp. 56–59; **Summary**, pp. 118–121; **Business Letter**, pp. 163–166; **Poem**, pp. 217–219; **Review**, pp. 261–264; **Timed Essay**, pp. 315–318

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

Drafting/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.

DESCRIPTION

Chapter 1 The Writing Process provides complete lessons on the mechanics of planning and drafting, then improving student writing by revising, editing, and proofreading.

Chapter 5 Writing an Essay provides students the opportunity to apply what they have studied in the previous four chapters. With detailed instruction, they examine the parts of an essay, select a thesis, then write the introduction, body paragraphs, and conclusion of their own essay. In each lesson, students analyze and correct their work.

Writer’s Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of **Key Features**; an **Assignment** guide that identifies the task, audience, and purpose; **Revising** and **Editing and Proofreading** checklists; and **Reflect On Your Writing** ideas.

Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as summaries, poems, business letters, and reviews. Like the **Writer’s Workshops**, they include **Key Features**; **Assignment with Task, Purpose, and Audience**; tips such as **Writing Hint** and **Connecting Writing & Grammar**; and **Writing Checklist**.

Several exercises throughout the program help students develop and improve their writing by analyzing and reflecting on how well they address their purpose and audience.

These exercises are organized by stage of development of student writing—

- Planning
- Drafting/Writing
- Revising and Rewriting
- Editing and Proofreading

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<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</p> <p>Chapter Review: C. Writing Thesis Statements, p. 148</p> <p>Revising and Rewriting</p> <p>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</p>	


WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>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</p> <p>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</p> <p>Editing and Proofreading</p> <p>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;</p>	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>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</p> <p>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</p>	
 <p>Working Together Exercise 2 Revising with a Peer, p. 16; Exercise 2 Editing and Proofreading Your Writing, p. 19; Exercise 3 Publishing Your Work, p. 21; Exercise 2 Correcting a Run-on Sentence, p. 38; Exercise 2 Using Parallel Structure, p. 41; Exercise 2 Revising a Paragraph, p. 46; Exercise 3 Writing a Paragraph, p. 46; Exercise 2 Improving Your Own Writing, p. 49; Exercise 1 Identifying and Using Synonyms, p. 51; Exercise 3 Writing Reviews, p. 52; Exercise 3 Writing a Poem, p. 55; Exercise 2 Writing a Public Service Announcement, p. 67; Exercise 2 Revising an Application Letter, p. 70; Exercise 2 Revising for Sentence Variety, p. 76; Exercise 3 Writing a Summary, p. 79; Exercise 2 Finding and Revising Examples, p. 83; Exercise 2 Using Subordinate Clauses, p. 85; Exercise 2 Writing a Paragraph, p. 99; Exercise 1 Analyzing a Model, p. 101; Exercise 3 Writing a Unified Paragraph, p. 105; Exercise 1 Writing a Paragraph from Notes, p. 107; Exercise 3 Writing a News Article, p. 111; Exercise 1 Organizing an Essay, p. 128; Exercise 2 Writing Thesis Statements, p. 130; Exercise 1 Creating Strong Introductions, p. 132; Exercise 3 Writing Dialogue, p. 172; Exercise 2 Editing a Paragraph, p. 178; Exercise 2 Revising a Paragraph, p. 186; Exercise 2 Beginning a Story, p. 210; Exercise 2 Writing from Notes, p. 214; Exercise 3 Writing a Review, p. 230; Exercise 2 Proofreading a Paragraph, p. 232; Exercise 2 Editing a Paragraph, p. 234; Exercise 2</p>	<p>Marked by the distinctive Working Together logo, Working Together exercises throughout the program provide opportunities and guidelines for working with peers.</p> <p>For example, Exercise 2 Revising with a Peer on page 16 directs students to exchange drafts with a partner and use the provided questions about the traits of good writing to guide their review of each other’s work.</p>

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
Editing Sentences, p. 252; Exercise 2 Writing About a Photo, p. 256; Exercise 1 Writing Sentences, p. 257; Exercise 2 Writing Sentences, p. 260; Exercise 2 Writing Sentences, p. 270; Exercise 2 Writing from Notes, p. 276; Exercise 2 Writing Dialogue, p. 282; Exercise 2 Writing a Paragraph, p. 284; Exercise 3 Writing a Paragraph, p. 286; Exercise 3 Writing About a Chart, p. 306; Exercise 2 Writing a Paragraph, p. 308; Exercise 2 Analyzing Your Writing, p. 310	

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 1 The Writing Process, pp. 8–31</p> <p>Lesson 1.5 Publishing and Presenting, pp. 20–21</p> <p><i>Example [Grade 8, p. 20]</i></p> <p>➡ You can publish your work in many different ways:</p> <ul style="list-style-type: none">• Submit your work to a school or local newspaper.• E-mail your work to friends and family.• Post your paper on a Web site for young writers.• Share your paper with your classmates on a class blog.	<p>Lesson 1.5 Publishing and Presenting describes ways students can use technology to share their writing with others.</p>
<p>Chapter 5 Writing an Essay, pp. 126–149</p> <p>Writer’s Workshop: Persuasive Essay, pp. 140–146</p> <p><i>Example [Grade 8, Chapter 5, p. 142]</i></p> <p>Prewriting</p> <p>Explain Your Reasons and Evidence</p> <p>Be careful when using evidence from the Internet. Use Web sites from educational institutions or the government. The URL addresses for these Web sites end in <i>.edu</i> or <i>gov</i>.</p>	<p>In Prewriting: Explain Your Reasons and Evidence, students are warned to be wary of misleading or inaccurate information posted on Web sites.</p>
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249</p> <p>Writer’s Workshop: Cause-Effect Essay, pp. 239–245</p>	<p>Prewriting: Collect Evidence suggests using library and Internet resources.</p>

WRITING: Production and Distribution of Writing

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 11 Punctuation, pp. 268–299 Writer’s Workshop: Research Report, pp. 287–295</p> <p><i>Example [Grade 8, p. 288]</i></p> <p>Write a Thesis Statement As you conduct preliminary research at the library and on the Internet, use the <i>5-W and How?</i> questions (<i>Who? What? When? Where? Why?</i> and <i>How?</i>) to focus your research question and to find information specific to your topic.</p>	<p>Writer’s Workshop: Research Report introduction recommends conducting research on the Internet.</p> <p>On page 289, students are instructed how to document online sources of information.</p>

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Chapter 5 Writing an Essay, pp. 126–149 Writer’s Workshop: Persuasive Essay, pp. 140–146</p> <p><i>Example [Grade 8, Chapter 5, p. 142]</i></p> <p>Prewriting</p> <p>Explain Your Reasons and Evidence</p> <p>Be careful when using evidence from the Internet. Use Web sites from educational institutions or the government. The URL addresses for these Web sites end in <i>.edu</i> or <i>gov</i>.</p>	<p>In Prewriting: Explain Your Reasons and Evidence, students are warned to be wary of misleading or inaccurate information posted on Web sites.</p>
<p>Chapter 11 Punctuation, pp. 268–299 Writer’s Workshop: Research Report, pp. 287–295</p> <p><i>Example [Grade 8, p. 288]</i></p> <p>Write a Thesis Statement As you conduct preliminary research at the library and on the Internet, use the <i>5-W and How?</i> questions (<i>Who? What? When? Where? Why?</i> and <i>How?</i>) to focus your research question and to find information specific to your topic.</p>	<p>Writer’s Workshop: Research Report introduction recommends conducting research on the Internet.</p> <p>On page 289, students are instructed how to document online sources of information.</p>
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249 Writer’s Workshop: Cause-Effect Essay, pp. 239–245</p>	<p>Prewriting: Collect Evidence suggests using library and Internet resources.</p>

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.5 Publishing and Presenting, pp. 20–21

Example [Grade 8, p. 20]

- ▶ You can publish your work in many different ways:
- Submit your work to a school or local newspaper.
 - E-mail your work to friends and family.
 - Post your paper on a Web site for young writers.
 - Share your paper with your classmates on a class blog.

Chapter 5 Writing an Essay, pp. 126–149
Writer’s Workshop: Persuasive Essay, pp. 140–146

Example [Grade 8, Chapter 5, p. 142]

Prewriting

Explain Your Reasons and Evidence

Be careful when using evidence from the Internet. Use Web sites from educational institutions or the government. The URL addresses for these Web sites end in *.edu* or *gov*.

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249
Writer’s Workshop: Cause-Effect Essay, pp. 239–245

Chapter 11 Punctuation, pp. 268–299
Writer’s Workshop: Research Report, pp. 287–295

Example [Grade 8, p. 288]

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.

DESCRIPTION

Lesson 1.5 Publishing and Presenting describes ways students can use technology to share their writing with others.

In **Prewriting: Explain Your Reasons and Evidence**, students are warned to be wary of misleading or inaccurate information posted on Web sites.

Prewriting: Collect Evidence suggests using library and Internet resources.

Writer’s Workshop: Research Report introduction recommends conducting research on the Internet.

On page 289, students are instructed how to document online sources of information.

WRITING: Research to Build and Present Knowledge

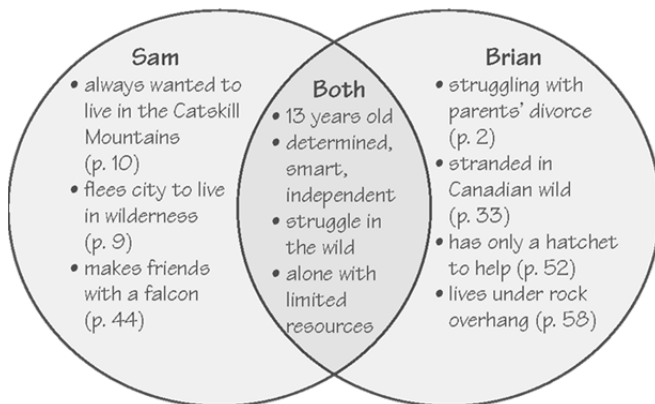
CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.8.9a** Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 7 Nouns and Pronouns, pp. 170–197
Writer’s Workshop: Literary Analysis, pp. 187–193

Example [Grade 8, p. 189]



DESCRIPTION

For **Writer’s Workshop: Literary Analysis**, students compare two characters from two different short stories, plays, or novels in order to help determine theme.

Students review both books, looking for details about how the characters look and behave, what they say, and how they relate to other characters and the setting. They are given a sample Venn diagram as a model for organizing their own comparisons.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.8.9b** Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 4 Effective Paragraphs, pp. 96–125
Writing Application: Summary, pp. 118–121

Example [Grade 8, p. 119]

Leave In	Leave Out
<ul style="list-style-type: none"> • author’s name • title of article • important dates and facts • main idea • key details that support the main idea 	<ul style="list-style-type: none"> • long quotations, descriptions, and explanations • details not related to the main idea • your personal opinion or reactions

DESCRIPTION

For **Writing Application: Summary**, students write a summary of an article about a famous person. They identify the main idea and briefly retell the supporting ideas. They also paraphrase at least two different sentences from the article and may include short quotations from the original text.

WRITING: Range of Writing

CCSS.ELA-Literacy.W.8.9 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

DESCRIPTION

Writer's Workshop

Personal Narrative, pp. 22–28; **Compare-Contrast Essay**, pp. 86–92; **Persuasive Essay**, pp. 140–146; **Literary Analysis**, pp. 187–193; **Cause-Effect Essay**, pp. 239–245; **Research Report**, pp. 287–295

Writer's Workshops are thorough writing lessons on modes or forms that guide students through each step of the writing process. They include step-by-step instruction; a descriptive list of **Key Features**; an **Assignment** guide that identifies the task, audience, and purpose; **Writing Models**; tips such as **Writing Hint** and **Real-World Writing**; **Revising** and **Editing and Proofreading** checklists; and **Reflect On Your Writing** ideas.

Writing Application

Character Sketch, pp. 56–59; **Summary**, pp. 118–121; **Business Letter**, pp. 163–166; **Poem**, pp. 217–219; **Review**, pp. 261–264; **Timed Essay**, pp. 315–318

Writing Applications are short, step-by-step lessons with detailed instruction for crafting writing pieces, such as summaries, poems, business letters, and reviews. Like the **Writer's Workshops**, they include **Key Features**; **Assignment with Task, Purpose, and Audience**; tips such as **Writing Hint** and **Connecting Writing & Grammar**; **Writing Checklist**; and a **Writing Model**.

Drafting/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,

Most regular lesson features a writing exercise that can be completed in a single sitting. For these short writing assignments, students apply the principle or rule presented in the lesson.

WRITING: Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.8.9b** Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

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

Chapter Review: C. Writing Thesis Statements, p. 148

Write What You Think, pp. 49, 99, 133, 152, 200, 216, 238, 258, 310

DESCRIPTION

The **Write What You Think** prompts integrate grammar and writing and asks students to write and support brief persuasive passages.

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.3 Revising, pp. 14–16

Example [Grade 8, p. 14]

➡ Have a classmate review your paper. Exchange drafts, and use the traits of good writing to check each other’s work. **Peer reviewers** should follow the tips on the next page.

Do	Don’t
<ul style="list-style-type: none"> Do begin a review with positive feedback. Describe what works and why. 	<ul style="list-style-type: none"> Don’t be overly negative or harsh.
<ul style="list-style-type: none"> Do ask questions about things you don’t understand. 	<ul style="list-style-type: none"> Don’t make vague comments. Avoid broad statements like “This needs work,” “This is confusing,” or “This is great.”
<ul style="list-style-type: none"> Do be specific when you identify problems and make suggestions. 	<ul style="list-style-type: none"> Don’t identify problems without offering solutions.

Example [Grade 8, p. 16]

Exercise 2 Revising with a Peer

Exchange the draft you wrote in Lesson 1.2 with a partner. Use the questions about the traits of good writing and the peer review tips to guide your review.

1. Meet with your partner to discuss his or her suggestions.
2. On a separate sheet of paper, revise your draft. Use suggestions from the peer review and your own evaluation.



Working Together

Exercise 2 Revising with a Peer, p. 16; Exercise 2 Editing and Proofreading Your Writing, p. 19; Exercise 3 Publishing Your Work, p. 21; Exercise 2 Correcting a Run-on Sentence, p. 38; Exercise 2 Using Parallel Structure, p. 41; Exercise 2 Revising a Paragraph, p. 46; Exercise 3 Writing a Paragraph, p. 46; Exercise 2 Improving Your Own Writing, p. 49; Exercise 1 Identifying and Using Synonyms, p. 51; Exercise 3 Writing Reviews, p. 52; Exercise 3 Writing a Poem, p. 55; Exercise 2 Writing a Public Service Announcement, p. 67; Exercise 2 Revising an Application Letter, p. 70; Exercise 2 Revising for Sentence Variety, p. 76; Exercise 3 Writing a Summary, p. 79; Exercise 2 Finding and Revising Examples, p. 83; Exercise 2 Using Subordinate Clauses, p. 85; Exercise 2 Writing a Paragraph, p. 99; Exercise 1 Analyzing a Model, p. 101; Exercise 3 Writing a Unified Paragraph, p. 105;

DESCRIPTION

Lesson 1.3 Revising provides an introductory discussion of peer review, including a chart with guidelines.

In **Exercise 2 Revising with a Peer**, students apply what they’ve learned about reviewing and offering tips for improving each other’s writing.

The **Working Together** logo identifies exercises found throughout the program that invite collaborative discussion. Teamed with one or more classmates, students work together on brain storming, gathering and organizing information, writing, revising, editing, proofreading, and publishing their work.

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>Exercise 1 Writing a Paragraph from Notes, p. 107; Exercise 3 Writing a News Article, p. 111; Exercise 1 Organizing an Essay, p. 128; Exercise 2 Writing Thesis Statements, p. 130; Exercise 1 Creating Strong Introductions, p. 132; Exercise 3 Writing Dialogue, p. 172; Exercise 2 Editing a Paragraph, p. 178; Exercise 2 Revising a Paragraph, p. 186; Exercise 2 Beginning a Story, p. 210; Exercise 2 Writing from Notes, p. 214; Exercise 3 Writing a Review, p. 230; Exercise 2 Proofreading a Paragraph, p. 232; Exercise 2 Editing a Paragraph, p. 234; Exercise 2 Editing Sentences, p. 252; Exercise 2 Writing About a Photo, p. 256; Exercise 1 Writing Sentences, p. 257; Exercise 2 Writing Sentences, p. 260; Exercise 2 Writing Sentences, p. 270; Exercise 2 Writing from Notes, p. 276; Exercise 2 Writing Dialogue, p. 282; Exercise 2 Writing a Paragraph, p. 284; Exercise 3 Writing a Paragraph, p. 286; Exercise 3 Writing About a Chart, p. 306; Exercise 2 Writing a Paragraph, p. 308; Exercise 2 Analyzing Your Writing, p. 310</p>	
<p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249 Writer’s Workshop: Cause-Effect Essay, pp. 239–245 <i>Example [Grade 8, p. 243]</i></p> <p>Revising</p> <p>Use the Revising Questions to check and improve your draft. You may also participate in a peer review. Reviewers should read carefully and offer feedback to the writer. The model below shows revisions one writer made to one body paragraph.</p>	<p>In Writer’s Workshop: Cause-Effect Essay, students are given guidelines for participating in a peer review,</p>

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 1 The Writing Process, pp. 8–31
Lesson 1.5 Publishing and Presenting, pp. 20–21

Example [Grade 8, p. 20]

▶ You can also present your work aloud in a variety of ways:

- Turn your paper into a speech.
- Have a discussion with your class or family.
- Give a presentation that includes photographs, drawings, other visual aids, or music.

If you give a presentation, make sure to choose a format that is appropriate for the type of writing you did. How else could you share each type of writing listed below?

Type of Paper	Type of Presentation
How-to Essay	give a demonstration or show photos
Persuasive Essay	make a speech or hold a panel discussion
Research Report	create a video or give a slide show
Short Story or Poem	give a dramatic reading or present a skit

Example [Grade 8, p. 20]

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.

Chapter 6 Parts of a Sentence., pp. 150–169
Writing Application: Business Letter, pp. 163–166

Example [Grade 8, p. 165]

Be Formal You are trying to make a good impression, so use

DESCRIPTION

Lesson 1.5 Publishing and Presenting describes several ways students can share their writing with others, including formal presentations.

The **Remember** sidebar lists guidelines students should follow for effective presentations, such as speak loudly and clearly, don't rush, and make eye-contact.

For **Exercise 2 Making a Presentation**, students determine which visual aids, audio or visual technology, or costumes they'll need for their presentation, then present their work to the class.

The **Be Formal** section on page 165 describes formal style and gives examples of writing in informal and formal styles.

The **Writing Checklist** on page 166 includes a reminder to check for the use of formal style.

SPEAKING & LISTENING: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>formal style and a professional tone. Formal style includes:</p> <ul style="list-style-type: none">● standard rules of English and spelling● complete sentences● no slang● few, if any, abbreviations or contractions <p>INFORMAL One more thing! Don't forget that I've made the honor roll three times in a row. I'm a hard worker—big time.</p> <p>FORMAL Finally, I have made the honor roll for three consecutive semesters, which shows that I am a very hard worker.</p>	<p>In C. Analyzing and Editing a Business Letter of the Chapter Review on page 169, students use proofreading symbols to correct any uses of informal language.</p>

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.8.1a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 8 Verbs, pp. 198–223

Lesson 8.7 Participles and Participial Phrases, pp. 211–212

Example [Grade 8, p. 211]

➡ A **participle** acts like an adjective and modifies a noun or pronoun. Participles have **present** and **past** forms.

	How to Form It	Examples
Present Participle	Add <i>-ing</i> to the present form of a verb.	The yawning cab driver opened the door. Smiling and waving , the candidate appeared.
Past Participle	Add <i>-ed</i> or <i>-d</i> to a regular verb, or use the past participle of an irregular verb.	With a recognized name, Jones is the party's chosen candidate. Sam handed Jones a packet of written notes.

➡ A participle with modifiers makes up a **participial phrase**. Participial phrases may include prepositional phrases, modifiers, and objects. The whole phrase acts like an adjective.

Tired but determined, Sam worked hard.
The candidate, **knowing Sam's total dedication to the campaign**, thanked him.

Chapter Review, pp. 220–223

C. Identifying Gerunds, Participles, and Infinitives, p. 222

Chapter 8 Verbs, pp. 198–223

Lesson 8.8 Gerunds and Gerund Phrases, pp. 213–214

Example [Grade 8, p. 213]

➡ A **gerund** acts like a noun. To form a gerund, adding to a verb. The chart below shows four ways that gerunds are commonly used.

Subject	Jana's writing is sloppy.
Predicate Noun	Her hobby is running .
Direct Object	We finished eating .
Object of a Preposition	I need advice about cooking .

➡ A **gerund phrase** includes the gerund and its modifiers. The modifiers can be adjectives, adverbs, and prepositional phrases. The entire gerund phrase acts like a noun in the

DESCRIPTION

The definition of a verbal at the beginning of **Lesson 8.7 Participles and Participial Phrases** serves as an introduction for the next three lessons. After a discussion of present and past participles, students learn about participial phrases. Next, they examine examples plus receive instruction on how the placement of a participial phrase affects clarity.

The **Connecting Writing & Grammar** note describes using a comma to set off a participial phrase that comes at the beginning of the sentence or adds additional, nonessential information.

In **Exercise 1 Identifying Participles and Participial Phrases**, students underline the participle or participial phrase in each sentence, circling the noun or pronoun it modifies.

For **Exercise 2 Writing a Paragraph**, students write a narrative or descriptive paragraph using at least five of the given participles and participial phrases.

For **C. Identifying Gerunds, Participles, and Infinitives** in the **Chapter Review**, students identify and underline the gerund, participle, and infinitive in five proverbs.

Lesson 8.8 Gerunds and Gerund Phrases begins with definitions, a chart showing four ways that gerunds are commonly used, examples of gerund phrases in sentences, and examples in a literary model.

In **Exercise 1 Identifying Phrases**, students underline each gerund and gerund phrase and indicate how it functions in the sentence—as a subject, predicate noun, direct object, or object of the preposition.

For **Exercise 2 Writing from Notes**, students apply what they've learned. Working with a partner, they write a paragraph based on the given notes. They are directed to include at least sentences with a gerund or gerund phrase.

For **C. Identifying Gerunds, Participles, and Infinitives** in the **Chapter Review**, students identify and underline the gerund,

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.8.1a** Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

sentence.

Sasha likes writing stories. [direct object]
Biking long distances is great exercise. [subject]

Chapter Review, p. 220–223

C. Identifying Gerunds, Participles, and Infinitives, p. 222

Chapter 8 Verbs, pp. 198–223

Lesson 8.9 Infinitives and Infinitive Phrases, pp. 215–216

Example [Grade 8, p. 215]

► The word *to* plus a verb signals an **infinitive**. An infinitive acts like a noun, an adjective, or an adverb.

NOUN To camp can be difficult.

ADJECTIVE One way to cook is over a fire.

ADVERB The campers are ready to leave.

Do not confuse a prepositional phrase beginning with *to* with an infinitive. In an infinitive, a verb follows *to*. In a prepositional phrase, a noun or pronoun follows *to*.

INFINITIVE We don't know where to go.

PREPOSITIONAL PHRASE We went to the drug store.

...

► An **infinitive phrase** is made up of an infinitive and all the words that complete its meaning. These words may include prepositional phrases, modifiers, or objects. The entire phrase functions as a noun, an adjective, or an adverb.

To go camping in August is Bianca's goal. [noun, subject]

Wool socks will help to keep us warm. [adverb modifying the verb will help]

Chapter Review, pp. 220–223

C. Identifying Gerunds, Participles, and Infinitives, p. 222

DESCRIPTION

participle, and infinitive in five proverbs.

The introduction to **Lesson 8.9 Infinitives and Infinitive Phrases** reminds students that an infinitive, like a participle and gerund, is a verbal—a verb form that does not function like a verb in a sentence. After studying descriptions and examples, students see how infinitives are used in sentences in a literary model. Next, they are introduced to the infinitive phrase.

In **Exercise 1 Identifying Infinitive Phrases**, students identify and underline each infinitive and infinitive phrase in the exercise sentences. In the Hint, students are cautioned to be aware that not every *to* introduces an infinitive.

For **Exercise 2 Writing about a Photo**, students write five sentences based on the photo, using at least three infinitives.

For **Write What You Think**, students write a brief response to the writing prompt that requires them to take a position. For their persuasive writing, they give reasons and evidence to support their opinion and include (and underline) at least three infinitives.

For **C. Identifying Gerunds, Participles, and Infinitives** in the **Chapter Review**, students identify and underline the gerund, participle, and infinitive in five proverbs.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.8.1b** Form and use verbs in the active and passive voice.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Lesson 2.5 Wordy Sentences, pp. 44–45

Chapter 8 Verbs, pp. 198–223

Lesson 8.6 Active and Passive Voice, pp. 209–210

Example [Grade 8, p. 209]

➡ A verb is in the **active voice** when the subject performs the action of the verb. A verb is in the **passive voice** when the subject receives the action of the verb.

ACTIVE The soldiers **built** a fire.

PASSIVE A fire **was built** by the soldiers.

ACTIVE Anderson **told** his men stories.

PASSIVE His men **were told** stories by Anderson.

➡ Use the active voice when you write because it gives your writing energy. It puts the focus on the subject and helps make your writing forceful. Active voice sentences are also less wordy.

ACTIVE In April of 1775, Paul Revere **warned** the patriots about the British soldiers. [13 words]

PASSIVE In April of 1775, the patriots were warned about the British soldiers by Paul Revere. [15 words]

➡ Passive voice sentences are useful if you don't know who performed the action or if you don't want to emphasize the performer.

The American Navy was organized before the Declaration of Independence.

[The organizer is unknown.]

An error was made in our project about John Adams.

[The writer does not want to identify who made the error.]

Chapter Review, pp. 220–223

A. Practice Test, p. 221

D. Revising a Poem, p. 223

DESCRIPTION

For **Lesson 2.5 Wordy Sentences**, students learn that one way to eliminate extra words is to use strong verbs in the active voice.

Lesson 8.6 Active and Passive Voice begins with definitions and examples of active voice and passive voice. Students learn how to form verbs in the active and passive voice, how to convert one to the other, and when to use them. They are also taught to maintain a consistent voice (active or passive) when they write.

The **Writing Hint** in the sidebar points out that passive voice uses more words than active voice. Therefore, using active voice can be a way to minimize or eliminate wordiness.

In **Exercise 1 Using the Active Voice**, students rewrite the sentences using the active voice. If the passive voice used in a sentence is better suited than the active voice, they explain why.

For **Exercise 2 Beginning a Story**, students work with a partner to write at least sentences of a short story set in the 1800s. They are directed to use a variety of strong verbs in the active voice. After writing, they exchange papers with another group to evaluate the effectiveness of the verbs.

In the **Chapter Review: Practice Test**, students choose the answer choice that best replaces the underlined part, including changing from the passive voice to the active. For **D. Revising a Poem**, students change all passive voice verbs to active voice.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.8.1c** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 8 Verbs, pp. 198–223

Lesson 8.5 Shifts in Tense, pp. 207–208

Example [Grade 8, p. 207]

Writing Hint Verbs have different moods. You probably use the first three quite naturally. Learn to use the last two correctly.

- Use the **indicative mood** to make a statement.
The cars are valuable.
- Use the **interrogative mood** to ask a question.
Are the cars valuable?
- Use the **imperative mood** to make a command or request.
Show me that car.
- Use the **conditional mood** to express something hypothetical.
If I could, I would buy rare cars.
- Use the **subjunctive mood** to express a statement (such as a wish) contrary to fact.
I wish I were at a car convention instead.

DESCRIPTION

Lesson 8.6 Shifts in Tense begins with a caution to writing students to keep verb tenses as consistent as possible. After examples of problematic shifts in tense, the lesson identifies verb moods: indicative, interrogative, imperative, conditional, and subjunctive. In addition to watching for shifts in tense, students receive instruction on dealing with shifts in mood, with a focus on shifts in mood that involve the **subjunctive mood** and the **conditional mood**.

For **Exercise 3 Writing About a Character**, students write a short paragraph in present tense that tells what the character does. Students include one sentence in the imperative and one in the subjunctive mood.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.8.1d** Recognize and correct inappropriate shifts in verb voice and mood.*

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 8 Verbs, pp. 198–223

Lesson 8.5 Shifts in Tense, pp. 207–208

Example [Grade 8, p. 207]

► Shifts in mood are also common verb errors. **Mood** expresses attitude in a sentence. The **subjunctive mood** and the **conditional mood** often cause difficulty.

INCORRECT Carla wishes she was a car expert.

DESCRIPTION

Lesson 8.6 Shifts in Tense includes instruction on identifying verb moods—indicative, interrogative, imperative, conditional, and subjunctive. Students receive instruction on recognizing and correcting shifts in mood, particularly those that involve the **subjunctive mood** and the **conditional mood**.

For **Exercise 3 Writing About a Character**, students write a short paragraph in present tense that tells what the character does. Students include one sentence in the imperative and

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-Literacy.L.8.1d** Recognize and correct inappropriate shifts in verb voice and mood.*

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
[Was is in the indicative mood.]	
CORRECT Carla wishes she were a car expert.	one in the subjunctive mood.
[Were is in the subjunctive mood.]	

Chapter 8 Verbs, pp. 198–223

Lesson 8.6 Active and Passive Voice, pp. 209–210

Example [Grade 8, p. 209]

➡ To change a passive sentence into an active sentence, you can often turn the object of a preposition into the subject.

PASSIVE The map was studied by **Adri**.

ACTIVE **Adri** studied the map.

➡ Maintain consistent voice (active or passive) as you write.

INCONSISTENT The Declaration of Independence was written by Thomas Jefferson, and Congress approved it.

CONSISTENT Thomas Jefferson wrote the Declaration of Independence, and Congress approved it.

Chapter Review, pp. 220–223

A. Practice Test, p. 221

D. Revising a Poem, p. 223

Lesson 8.6 Active and Passive Voice teaches students how to recognize and correct inappropriate shifts in verb voice.

The lesson begins with definitions and examples of active voice and passive voice. Students learn how to form verbs in the active and passive voice, how to convert one to the other, and when to use them. They are also taught to maintain a consistent voice (active or passive) when they write.

In **Exercise 1 Using the Active Voice**, students rewrite the sentences using the active voice. If the passive voice used in a sentence is better suited than the active voice, they explain why.

For **Exercise 2 Beginning a Story**, students work with a partner to write at least sentences of a short story set in the 1800s. They are directed to use a variety of strong verbs in the active voice. After writing, they exchange papers with another group to evaluate the effectiveness of the verbs.

In the **Chapter Review: Practice Test**, students choose the answer choice that best replaces the underlined part, including changing from the passive voice to the active. For **D. Revising a Poem**, students change all passive voice verbs to active voice.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 11 Punctuation, pp. 268–299
Lesson 11.2 Commas I, pp. 271–272
Chapter Review, pp. 296–299
B. Punctuating Sentences, p. 298
C. Understanding Punctuation Marks, p. 299

Chapter 11 Punctuation, pp. 268–299
Lesson 11.3 Commas II, pp. 273–274

Chapter 11 Punctuation, pp. 268–299
Lesson 11.4 Commas III, pp. 275–276

Example [Grade 8, p. 275]

	Rule	Example
Direct Address	Use a comma to set off the name of a person being spoken to.	Ramon, did you see the space shuttle launch?
Appositives	Use a comma to set off nonessential appositives and appositive phrases. An appositive identifies a person or thing preceding it. (See Lesson 3.5.)	Yuri Gagarin, a Russian cosmonaut, was the first man in space.
Parenthetical and Transitional Expressions	Use a comma to set off a word or a phrase that interrupts a sentence.	The mission, in fact, lasted for ten days.
Nonessential Adjective Clauses and Phrases	Use a comma to set off a nonessential adjective clause or phrase.	The Kennedy Space Center, which is in Florida, employs thousands.

Chapter Review, pp. 296–299
B. Punctuating Sentences, p. 298
C. Understanding Punctuation Marks, p. 299
D. Proofreading a Research Report, p. 299

Chapter 11 Punctuation, pp. 268–299
Lesson 11.9 Other Marks of Punctuation, pp. 285–286

DESCRIPTION

In **Lesson 11.2 Commas I**, students study rules and examples of how commas are used to indicate a pause or break as with quoted dialogue or a direct quotation separated from the rest of the sentence.

In the **Chapter Review, B. Punctuating Sentences** includes several opportunities for students to demonstrate their understanding of using commas to indicate a pause or break. For **C. Understanding Punctuation Marks**, students match each punctuation mark below with the correct usage.

Lesson 11.3 Commas II continues instruction on rules for using a comma, including introductory words or phrases.

The **Remember** hint suggests reading a sentence with and without pauses. At the points where the reader pauses naturally, it may be helpful to add a comma.

Lesson 11.4 Commas III explains how commas are used to indicate a pause or break, as with direct address or an appositive, or set off sentence interrupters.

Connecting Writing & Grammar explains using commas to set off nonessential phrases or clauses while refraining from using commas to set off essential clauses.

In **Exercise 1 Adding Commas**, students add commas where needed (or write *C* if the sentence is correct).

For **Exercise 2 Writing from Notes**, students work with a partner to write an expository paragraph based on the notes provided in the exercise. They include at least one nonessential clause and one appositive then proofread for correct comma use.

In the **Chapter Review, B. Punctuating Sentences** includes several opportunities for students to demonstrate their understanding of using commas to indicate a pause or break. For **C. Understanding Punctuation Marks**, students match each punctuation mark below with the correct usage. And for **D. Proofreading a Research Report**, students rewrite the paragraph, correcting any punctuation errors.

In **Lesson 11.9 Other Marks of Punctuation**, students receive instruction on using a dash to show a sudden or dramatic break or change of thought. It can also set off an explanation

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Example [Grade 8, p. 285]

➡ A **dash** (—) is longer in length than a hyphen. Use a dash to show a sudden or dramatic break or change of thought. Also use it to set off an explanation or a list with commas.

“Bradley, please tell me where—oh, what’s that noise?”

“Dora—she’s in eighth grade—won the spelling bee.

➡ An **ellipsis** (...) is used to indicate a pause or break in a sentence.

“I was wondering...” Maya began.

Chapter 11 Review, p. 296–299

C. Understanding Punctuation Marks, p. 299

DESCRIPTION

or list with commas. Students also learn that an ellipsis to indicate a pause or break.

In the **Writing Hint**, students are warned that using too many dashes or parentheses can distract readers from their main idea.

In **C. Understanding Punctuation Marks** of the **Chapter Review**, students match each punctuation mark—including the dash and ellipsis—with the correct usage by writing the letter of their choice in the space provided.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2b** Use an ellipsis to indicate an omission.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 11 Punctuation, pp. 268–299

Lesson 11.9 Other Marks of Punctuation, pp. 285–286

Example [Grade 8, p. 285]

An ellipsis can also show where some words have been omitted from a quotation.

The Preamble states, “We the people . . . establish this Constitution for the United States of America.”

Chapter 11 Review, pp. 296–299

C. Understanding Punctuation Marks, p. 299

DESCRIPTION

Students receive instruction in the proper use of an ellipsis in **Lesson 11.9 Other Marks of Punctuation**. Other marks in the lesson include hyphen, dashes, and parentheses.

In **C. Understanding Punctuation Marks** of the **Chapter Review**, students match each punctuation mark with the correct usage by writing the letter of the correct choice in the space provided.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2c** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 8 Verbs, pp. 198–223

Lesson 8.2 Regular and Irregular Verbs, pp. 201–202

Example [Grade 8, p. 201]

Most English verbs are regular. All **regular verbs** add *-d* or *-ed* to the present to form the past and past participle. They form the present participle by adding *-ing* to the present.

Present	Present Participle <small>(Use with <i>am, is, are, was, were.</i>)</small>	Past	Past Participle <small>(Use with <i>has, have, had.</i>)</small>
paint	(is) painting	paint ed	(had) painted
cry	(is) crying	cri ed	(had) cried
plan	(is) planning	plann ed	(had) planned

As the chart above shows, when you add *-ing* or *-ed* to the present form of a verb, you may need to change the spelling of some verbs. (See Lesson 12.6 for spelling rules.)

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249

Lesson 9.2 Comparing with Adjectives and Adverbs, pp. 227–228

Chapter 9 Adjectives, Adverbs, and Other Parts of Speech, pp. 224–249

Lesson 9.3 Avoiding Comparison Problems, pp. 229–230

Chapter 12 Capitalization and Spelling, pp. 300–322

Lesson 12.5 Spelling Rules, pp. 309–310

Example [Grade 8, p. 309]

Misspelled words are major errors that can distract or confuse your readers. Learn the basic spelling rules below, and make it a habit to proofread your writing carefully for spelling errors. (See Lesson 12.6 for rules about adding prefixes and suffixes.)

DESCRIPTION

Lesson 8.2 Regular and Irregular Verbs includes rules for changing regular verbs in the present to the present participle, as well as past and past participle. Understanding these rules help students remember the correct spelling of these forms of regular verbs. The lesson also examines the present, present participle, past, and past participle forms of some irregular verbs

Lesson 9.2 Comparing with Adjectives and Adverbs includes spelling rules related to comparatives. Instruction includes when students need to change the spelling of a word when adding *-er* or *-est* (as with *prettier* and *prettiest*).

As explained in **Lesson 9.3 Avoiding Comparison Problems**, it is necessary to memorize the form and spelling of irregular comparatives and superlatives.

Lesson 12.5 Spelling Rules features rules or generalizations, along with exceptions, to help students become better spellers. They are reminded about the challenge of homophones, advised to create a spelling notebook, and encouraged to check the spelling of words using online dictionaries.

Students look for misspelled words in **Exercise 1 Proofreading Sentences**.

The **Remember** hint helps students be mindful of words with silent letters, especially silent letters in letter combinations.

For **Exercise 2 Analyzing Your Writing**, students check spelling in a paper they are currently writing using a print or online dictionary.

In **Write What You Think**, students use at least two words that demonstrate a recently studied spelling rule. After trading papers with a classmate, they proofread for spelling

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2c** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Rule	Examples
Use <i>i</i> before <i>e</i> for most words when the sound is a long <i>e</i> .	bel ie ve fi eld pie ce br ie f hy ie giene rel ie f ch ie f nie ce sh ie ld
Use <i>e</i> before <i>i</i> after <i>c</i> or when the sound is not pronounced as a long <i>e</i> .	ce il ing ei ght the ir de ce it fr ei ght he igh t per ce ive ne igh bor we igh s
Watch for words that end with the sound <i>seed</i> . Only one word is spelled with <i>-sede</i> . Three words end with <i>-ceed</i> . Most other words end in <i>-cede</i> .	sup er sede ex ce ed pre ce de pro ce ed con ce de suc ce ed re ce de

DESCRIPTION

errors.

Chapter 12 Capitalization and Spelling, pp. 300–322

Lesson 12.6 Adding Prefixes and Suffixes, pp. 311–312

Example [Grade 8, p.311]

A **prefix** is added to the beginning of a word to change its meaning. A **suffix** is added to the end of a word to change its meaning. Follow these rules to avoid spelling mistakes when you add prefixes and suffixes.

Lesson 12.6 Adding Prefixes and Suffixes features an extensive summary of rules and examples of how adding affixes to words affects spelling.

For **Exercise 1 Adding Prefixes and Suffixes**, students are challenged to spell 15 words with a given prefix or suffix, then write sentences with ten of the words.

The **Remember** hint says that you don't change the spelling of the original word when adding *-ness* or *-ly* to most words.

For **Exercise 2 Proofreading an Article**, students read the article and underline each misspelled word. They write the sentence number and correct spelling on a separate sheet of paper.

For **B. Correcting Capitalization and Spelling Errors** in the **Chapter Review**, students match each punctuation mark with the correct usage by writing the letter of the correct choice in the space provided.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2c** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

DESCRIPTION

Rule	Examples
When adding a prefix to a word, do not change the spelling of the original word.	<i>mis-</i> + spelled = misspelled <i>un-</i> + necessary = unnecessary
Drop a word's final silent <i>-e</i> before adding a suffix that begins with a vowel. Note: Keep the final silent <i>-e</i> if the word ends in <i>-ge</i> or <i>-ce</i> and the suffix begins with <i>a</i> or <i>o</i> .	describe + <i>-ing</i> = describing create + <i>-ive</i> = creative courage + <i>-ous</i> = courageous
Keep the final silent <i>-e</i> before adding a suffix that begins with a consonant.	hope + <i>-ful</i> = hopeful state + <i>-ment</i> = statement
If a word ends in <i>-y</i> preceded by a consonant, change the <i>-y</i> to <i>i</i> before adding any suffix that does not begin with <i>i</i> .	lazy + <i>-er</i> = lazier easy + <i>-ly</i> = easily carry + <i>-ing</i> = carrying
If a word ends in <i>-y</i> preceded by a vowel, keep the <i>-y</i> .	joy + <i>-ous</i> = joyous employ + <i>-ment</i> = employment
Double the final consonant in some one-syllable words when the suffix begins with a vowel. These words end in a single consonant preceded by a single vowel.	cram + <i>-ing</i> = cramming drip + <i>-ed</i> = dripped win + <i>-er</i> = winner dim + <i>-est</i> = dimmiest
Double the final consonant in some words of more than one syllable. These words end in a single consonant preceded by a single vowel, and the new word is accented on the second syllable.	prefer + <i>-ed</i> = preferred omit + <i>-ing</i> = omitting begin + <i>-er</i> = beginner admit + <i>-ed</i> = admitted

Frequently Misspelled Words, pp. 323–324

Examples [Grade 8, p.324]

minimum
mischievous
misspell
muscle
necessary
neighbor

Frequently Misspelled Words lists words that challenge many writers.

In addition to the examples provided, other difficult-to-spell words on the list include *accommodate, business, calendar, campaign, cemetery, embarrass, government, hygiene, judgment, mathematics, occasionally, pneumonia, psychology, souvenir, and vacuum.*

Commonly Confused Words, pp. 325–328

Examples [Grade 8, p.327]

By studying **Commonly Confused Words**, students can avoid problems in word choice that can appear as spelling errors in their writing.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.8.2c** Spell correctly.

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

► **lay, lie** *Lay* means “to place.” *Lie* means “to recline.”

Before you lie down in a tent, remember to lay a tarp under your sleeping bag in case water comes in.

DESCRIPTION

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.8.3a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

Chapter 2 Effective Sentences and Word Choice, pp. 32–63
Lesson 2.5 Wordy Sentences, pp. 44–45

Chapter 4 Effective Paragraphs, pp. 96–125
Writing Application: Summary, pp. 118–121

Chapter 8 Verbs, pp. 198–223
Lesson 8.5 Shifts in Tense, pp. 207–208

Example [Grade 8, p. 207]

Writing Hint Verbs have different moods. You probably use the first three quite naturally. Learn to use the last two correctly.

- Use the **indicative mood** to make a statement.
The cars are valuable.
- Use the **interrogative mood** to ask a question.
Are the cars valuable?
- Use the **imperative mood** to make a command or request.
Show me that car.
- Use the **conditional mood** to express something hypothetical.
If I could, I would buy rare cars.
- Use the **subjunctive mood** to express a statement

DESCRIPTION

For Lesson 2.5 Wordy Sentences, students learn that one way to eliminate extra words is to use strong verbs in the active voice.

In **Writing Application: Summary**, students see how switching from the passive voice to the active voice reduces the number of words in a sentence.

Lesson 8.6 Shifts in Tense begins with a caution to writing students to keep verb tenses as consistent as possible. After examples of problematic shifts in tense, the lesson identifies verb moods: indicative, interrogative, imperative, conditional, and subjunctive. In addition to watching for shifts in tense, students receive instruction on dealing with shifts in mood, with a focus on shifts in mood that involve the **subjunctive mood** and the **conditional mood**.

For **Exercise 3 Writing About a Character**, students write a short paragraph in present tense that tells what the character does. Students include one sentence in the imperative and one in the subjunctive mood.

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.8.3a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION

(such as a wish) contrary to fact.

I wish I were at a car convention instead.

Example [Grade 8, p. 207]

Shifts in mood are also common verb errors. **Mood** expresses attitude in a sentence. The **subjunctive mood** and the **conditional mood** often cause difficulty.

INCORRECT Carla wishes she was a car expert.

[Was is in the indicative mood.]

CORRECT Carla wishes she **were** a car expert.

[Were is in the subjunctive mood.]

DESCRIPTION

Chapter 8 Verbs, pp. 198–223

Lesson 8.6 Active and Passive Voice, pp. 209–210

Example [Grade 8, p. 209]

A verb is in the **active voice** when the subject performs the action of the verb. A verb is in the **passive voice** when the subject receives the action of the verb.

ACTIVE The soldiers **built** a fire.

PASSIVE A fire **was built** by the soldiers.

ACTIVE Anderson **told** his men stories.

PASSIVE His men **were told** stories by Anderson.

Use the active voice when you write because it gives your writing energy. It puts the focus on the subject and helps make your writing forceful. Active voice sentences are also less wordy.

ACTIVE In April of 1775, Paul Revere **warned** the patriots about the British soldiers. [13 words]

PASSIVE In April of 1775, the patriots were warned about the British soldiers by Paul Revere. [15 words]

Passive voice sentences are useful if you don't know who performed the action or if you don't want to emphasize the performer.

The American Navy was organized before the Declaration of Independence.

[The organizer is unknown.]

An error was made in our project about John Adams.

Lesson 8.6 Active and Passive Voice provides in-depth instruction on how to recognize and correct inappropriate shifts in verb voice.

The lesson begins with definitions and examples of active voice and passive voice. Students learn how to form verbs in the active and passive voice, how to convert one to the other, and when to use them. They are also taught to maintain a consistent voice (active or passive) when they write.

In **Exercise 1 Using the Active Voice**, students rewrite the sentences using the active voice. If the passive voice used in a sentence is better suited than the active voice, they explain why.

For **Exercise 2 Beginning a Story**, students work with a partner to write at least sentences of a short story set in the 1800s. They are directed to use a variety of strong verbs in the active voice. After writing, they exchange papers with another group to evaluate the effectiveness of the verbs.

In the **Chapter Review: Practice Test**, students choose the answer choice that best replaces the underlined part, including changing from the passive voice to the active. For **D. Revising a Poem**, students change all passive voice verbs to active voice.

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.8.3a** Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

SADLIER GRAMMAR FOR WRITING GRADE 8 FEATURE & LOCATION	DESCRIPTION
<p>[The writer does not want to identify who made the error.]</p> <p>➡ To change a passive sentence into an active sentence, you can often turn the object of a preposition into the subject.</p> <p>PASSIVE The map was studied by Adri.</p> <p>ACTIVE Adri studied the map.</p> <p>➡ Maintain consistent voice (active or passive) as you write.</p> <p>INCONSISTENT The Declaration of Independence was written by Thomas Jefferson, and Congress approved it.</p> <p>CONSISTENT ACTIVE VOICE Thomas Jefferson wrote the Declaration of Independence, and Congress approved it.</p>	