

Welcome to the collection of grammar resources for 8th grade. **Please read [this document](#) first.**

Curriculum Calendar for Grammar Across the Writing Process: 8th Grade *(lessons linked below the first time taught)*

	Writer's Notebook (Narrative Poetry)	Argument Paragraph (school issues)	Literary Essay	Information Essay: compare/contrast perspectives on issue	Argument- Op Ed
Generating/ Notebook			L.8.1c Choosing verbs in the indicative, imperative or interrogative mood L.8.1a Explore infinitives and their function in sentences L.8.2a Using a comma to indicate a pause or break	L.8.1c Conditional or subjunctive mood to achieve an effect L.8.1a Explore participles and their function in sentences L.8.2a Using a dash to indicate a pause or break	L.8.1a Explore gerunds and their function in sentences L.8.2a Using an ellipsis to indicate a pause or break
Drafting		L.8.1c Choosing verbs in the indicative, imperative or interrogative mood L.8.1a Explore infinitives and their function in sentences L.8.2a Using a comma to indicate a pause or break	L.8.1c Conditional or subjunctive mood to achieve an effect L.8.1a Explore participles and their function in sentences L.8.2a Using a dash to indicate a pause or break	L.8.1a Explore gerunds and their function in sentences L.8.2a Using an ellipsis to indicate a pause or break	L.8.2b Use ellipsis to indicate omission L.8.1b Active or passive voice to achieve an effect

Revision and Editing	L.8.1c Choosing verbs in the indicative, imperative or interrogative mood	L.8.1c Conditional or subjunctive mood to achieve an effect	L.8.1a Explore gerunds and their function in sentences	L.8.2b Using an ellipsis to indicate omission	L.8.1d* Recognize and correct shifts in verb voice and mood
	L.8.1a Explore infinitives and their function in sentences	L.8.1a Explore participles and their function in sentences	L.8.2a Using an ellipsis to indicate a pause or break	L.8.1b Active and passive voice	L.8.3a Using verb voice and mood to achieve particular effects
	L.8.2a Using a comma to indicate a pause or break	L.8.2a Using a dash to indicate a pause or break			

8th Grade Grammar Glossary This is a reference document created by teachers for teachers. This glossary will support consistent teacher definitions and usage of the grammar concepts from the standards.

Note: The Michigan Language Standards acknowledge that several grammar skills introduced in elementary and middle school grades will need additional teaching in subsequent grades as students work with increasingly complex and sophisticated material. These standards are marked with an asterisk and are included in the Learning Progressions chart linked [here](#). Some of the lessons in the 8th grade series may be based upon standards from lower grade levels.

Complete Text of the Grammar Standards Included in the 8th Grade Calendar

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

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.*

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

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.
- Spell correctly.

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

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

Standards not covered in the Curriculum Calendar for Grammar Across the Writing Process: 8th Grade

DISCLAIMER- the calendar designed above addresses the eighth grade language standards that naturally fit into the writing process and/or the MAISA writing units. There are additional language standards that will need to be addressed through additional writing activities, word study and/or reading instruction.

Example: L.8.4.A (Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.)

Additional standards not addressed :

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

