

Skills Scope and Sequence

Grade 8

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
L.1 Conventions of Standard English: Grammar and Usage																			
Use determiners, adjectives, and adverbs, including comparative and superlative adjectives/adverbs	●	●		●		●	●	●	●		●	●		●	●		●	●	
Use relative pronouns and relative adverbs					●	●				●				●	●			●	
Ensure that pronouns are in the proper case	●								●				●	●	●	●			
Recognize and correct vague pronouns and inappropriate shifts in pronoun number and person	●													●				●	
Ensure possessive adjectives/pronouns agree with antecedent	●	●						●						●		●		●	
Ensure subject/verb agreement	●	●	●		●		●	●		●	●	●		●	●	●			
Form and use verb tenses		●	●	●	●	●	●		●	●	●		●		●	●	●		
Explain the function of verbals			●	●	●	●		●		●	●	●						●	
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/mood						●	●				●						●		
Explain the function of phrases and clauses	●	●		●	●	●		●	●	●	●	●		●				●	
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas				●	●		●	●			●	●				●		●	
Place phrases and clauses within a sentence recognizing/correcting misplaced and dangling modifiers	●		●				●		●				●					●	
Produce complete sentences; correct fragments and run-ons			●				●		●	●		●						●	
Recognize variations from standard English; use strategies to improve expression in conventional language			●											●	●			●	
Correctly use homophones/frequently confused words	●	●	●	●		●	●		●	●	●	●		●	●	●	●	●	
Identify incorrect use of grammar	●	●	●	●	●			●					●	●	●			●	
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																			
Use correct capitalization		●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	
Use end punctuation for sentences			●			●			●			●						●	
Use commas and quotation marks in direct speech/quotations		●		●		●			●		●		●						
Use underlining, quotation marks, or italics to indicate titles			●	●				●				●	●		●			●	
Use a comma to separate coordinate adjectives		●			●		●		●	●									
Use punctuation to separate items in a series			●				●		●	●				●	●			●	
Use a comma in compound and complex sentences	●		●		●	●	●		●				●	●		●	●		
Use punctuation to indicate a pause, break, or omission	●	●	●	●		●	●	●	●	●	●		●		●			●	
Use an apostrophe to form contractions and possessives			●	●	●	●		●	●	●		●	●			●			
Spell correctly	●	●		●	●	●	●	●		●	●		●	●	●	●	●	●	
Identify incorrect use of punctuation/capitalization		●	●		●			●	●	●	●	●	●	●	●	●	●	●	
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																			
Use context as a clue to the meaning of an unknown word	●	●	●			●		●			●	●	●	●				●	
Use context as a clue to the meaning of a multiple-meaning word	●	●					●						●						
Consult dictionaries to determine the meaning of related words			●						●						●				
Use common Greek/Latin affixes and roots as clues to meaning			●	●	●	●		●	●	●			●	●	●	●			
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																			
Use analogies to show word relationships							●			●	●			●		●	●	●	
Interpret figures of speech in context				●	●	●										●			
Recognize and explain the meaning of idioms/adages/proverbs				●		●			●			●		●		●		●	
Distinguish among the connotations of words with similar denotations		●	●	●						●		●		●				●	
Use the relationship between words to understand each word				●						●	●							●	
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																			
Acquire and use general academic and domain-specific words		●						●						●					

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	Week	
L.1 Conventions of Standard English: Grammar and Usage																			
●			●				●		●	●		●				●		●	Use determiners, adjectives, and adverbs, including comparative and superlative adjectives/adverbs
●	●			●		●			●	●			●					●	Use relative pronouns and relative adverbs
		●			●		●	●			●		●	●					Ensure that pronouns are in the proper case
	●		●	●			●	●						●		●		●	Recognize and correct vague pronouns and inappropriate shifts in pronoun number and person
	●				●			●	●		●							●	Ensure possessive adjectives/pronouns agree with antecedent
	●		●			●		●						●	●				Ensure subject/verb agreement
		●		●		●			●		●	●					●	●	Form and use verb tenses
●	●				●	●	●				●	●		●					Explain the function of verbals
●		●	●			●					●		●		●	●			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/mood
			●	●			●			●		●		●				●	Explain the function of phrases and clauses
		●		●				●	●		●							●	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
			●		●			●					●					●	Place phrases and clauses within a sentence recognizing/correcting misplaced and dangling modifiers
●			●	●			●		●		●		●		●			●	Produce complete sentences; correct fragments and run-ons
●			●		●			●					●		●				Recognize variations from standard English; use strategies to improve expression in conventional language
			●	●			●	●		●	●				●			●	Correctly use homophones/frequently confused words
	●	●			●	●					●							●	Identify incorrect use of grammar
L.2 Conventions of Standard English: Capitalization, Punctuation, and Spelling																			
		●			●		●		●		●		●		●				Use correct capitalization
	●		●			●		●			●							●	Use end punctuation for sentences
		●			●	●	●			●				●				●	Use commas and quotation marks in direct speech/quotations
●					●				●		●		●						Use underlining, quotation marks, or italics to indicate titles
●				●		●			●		●							●	Use a comma to separate coordinate adjectives
			●	●			●	●					●		●			●	Use punctuation to separate items in a series
●			●			●		●			●				●				Use a comma in compound and complex sentences
●		●			●		●		●	●		●		●		●		●	Use punctuation to indicate a pause, break, or omission
●			●		●		●				●							●	Use an apostrophe to form contractions and possessives
●		●			●			●					●		●			●	Spell correctly
		●		●	●		●			●		●	●					●	Identify incorrect use of punctuation/capitalization
L.4 Vocabulary Acquisition and Use: Determine or Clarify Word Meaning																			
●		●			●			●		●				●				●	Use context as a clue to the meaning of an unknown word
●					●						●								Use context as a clue to the meaning of a multiple-meaning word
		●					●							●					Consult dictionaries to determine the meaning of related words
	●			●		●	●						●	●	●				Use common Greek/Latin affixes and roots as clues to meaning
L.5 Vocabulary Acquisition and Use: Demonstrate Understanding of Word Relationships																			
			●		●		●				●					●		●	Use analogies to show word relationships
		●		●				●	●					●	●				Interpret figures of speech in context
●				●	●					●	●							●	Recognize and explain the meaning of idioms/adages/proverbs
		●			●	●			●					●				●	Distinguish among the connotations of words with similar denotations
			●					●										●	Use the relationship between words to understand each word
L.6 Vocabulary Acquisition and Use: Acquire and Use Words and Phrases																			
	●						●						●						Acquire and use general academic and domain-specific words

Write the sentences correctly.

1. When some companies make decisions they consult their employees.

2. The employees are allowed to share his or her opinions before a decision is made.

Use context clues to figure out the meaning of the bold word. Write the meaning on the line.

3. Everyone in the company must reach a **consensus** before the decision is made.

What is the purpose of the dashes in the sentence? Circle the answer.

4. In Japan, the ideas that govern business—harmony and trust—are part of consensus.

- a. to explain something b. to show an abrupt change of thought

Write the sentences correctly.

1. People who is commuting are travelling from home to work regular.

2. Some people travel long distances by rail, car, bus.

What is the purpose of the parentheses in the sentence? Circle the answer.

3. One 2013 survey (“Mega Commuting in the U.S.”) defines mega commuters as “those who travel 90 minutes or more and 50 miles or more, one way, to work.”

- a. to highlight information b. to set apart information that is nonessential

Rewrite the sentence to fix the dangling modifier.

4. The number of mega commuters is growing according to the U.S. Census Bureau.

Read the dictionary entry.

- file**
- a. a tool with a roughened surface used for smoothing or shaping
 - b. a computer document
 - c. to put papers in their proper place for future use
 - d. to move in a line
 - e. to put on record

Which meaning of **file** is used in the sentence? Write the letter on the line.

1. The firefighters asked the residents of the building to file down the stairs. _____
2. My teacher has a file that contains the homework of every student. _____
3. If you were dissatisfied with the service, I urge you to file a complaint. _____

Write a paragraph using at least three different meanings of the word **file**.

4. _____

