# **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/<br>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   | on, | and  | Sp  | ellir | ng       |     |      |   |   |    |    |    |    |    |    |    |    |    |
| 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  | M b | ean  | ing |       |          | ,   |      | , |   |    |    |    |    |    |    |    |    |    |
| 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 Understand   | ing | of \ | Vor | d R   | elat     | ion | ship | S |   |    |    |    |    |    |    |    |    |    |
| Use analogies to show word relationships   |     |      |     | 1     |          |     | •    |   |   | •  | •  |    |    |    | •  |    | •  | •  |
| Interpret figures of speech in context   |     |      |     | 1     | •        | •   | •    |   |   |    |    |    |    |    |    | •  |    |    |
| Recognize and explain the meaning of idioms/adages/proverbs  |     |      | _   | •     | <u> </u> | •   |      |   | • |    |    | •  |    | •  |    | •  |    | •  |
| Distinguish among the connotations of words with similar denotations   |     | •    | •   | •     |          |     |      |   |   | •  |    | •  |    | •  |    |    |    | •  |
| Use the relationship between words to understand each word   | L   |      | L   |       | •        | L   | L    |   |   | •  | •  |    | L  | L  | L  | Ш  | •  |    |
| L.6 Vocabulary Acquisition and Use: Acquire and Use Words a  | nd  | Phr  | ase | S     |          |     |      |   |   |    |    |    |    |    |    |    |    |    |
| Acquire and use general academic and domain-specific words   | I   | •    | 1   | 1     | 1        |     |      |   |   |    |    |    |    |    |    | 1  |    | ĺ  |

| 40 | 20 | <b>~</b> 4 | 00 | 00       | 0.4 | 05 | 00 | 07 | 00 | 00 | 20   | 04  | 00  | 00   | 0.4 | 0.5  | 00   | WI-  |
|----|----|------------|----|----------|-----|----|----|----|----|----|------|-----|-----|------|-----|------|------|--|
| 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  |
|    |    |            |    |          |     |    | Π  |    |    |    |      |     |     |      |     | Π    |      | 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/<br>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 C | onv | ent  | ions | s 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   |
|    |    | •          |    |          | •   |    |    |    |    |    |      |     |     | •    | 1.4 | . Vo | cah  | ulary Acquisition and Use: Determine or Clarify Word Meaning   |
|    |    |            |    |          |     |    |    |    | •  |    | •    |     |     | •    | 4   | 0    | •    | Use context as a clue to the meaning of an unknown word  |
|    |    |            |    |          |     |    |    |    |    |    |      | •   |     |      |     |      |      | Use context as a clue to the meaning of an ultiple-meaning word  |
| -  |    |            |    |          |     |    |    | •  |    |    |      | -   | _   | •    |     |      |      | Consult dictionaries to determine the meaning of related words   |
|    | •  |            |    | •        |     |    | •  | •  |    |    |      |     | •   | •    | •   |      |      | Use common Greek/Latin affixes and roots as clues to meaning   |
|    | _  |            |    | <u> </u> |     |    |    |    |    | L  | .5 V | oca | bul | arv  | Acc | uis  | itio | n 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 \ | /oca | abul | ary Acquisition and Use: Acquire and Use Words and Phrases   |
|    |    |            |    |          |     |    |    |    |    |    |      |     |     |      | l . |      |      | Acquire and use general academic and domain-specific words   |

#### Write the sentences correctly.

- 1. Wen some companys make decisions them consult their employees.
- 2. The employees are aloud to share his or her opinyuns 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

## WEEK 1 DAY 2

## Daily Language Review

### Write the sentences correctly.

- 1. People who is commuteing are travelling from home to work regular.
- 2. Some people travel long distences by rale, 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.

| Write the sentences | correctly |
|---------------------|-----------|
|---------------------|-----------|

| 1. Nachural resources are what they use in our environment to meet our wants and n | eeds. |
|--|-------|
|--|-------|

2. Two categorys of resources include re-newable and non-renewable.

## Write the missing word.

3. Renewable resources can replace \_\_\_\_\_\_ once they have been used. themselves them they

### Circle the function of the underlined part of the sentence.

- 4. Nonrenewable resources are created only under certain conditions and are gone as soon as they are used.
  - a. noun clause b. adverb clause c. verb phrase d. prepositional phrase

## WEEK 1 DAY 4

Daily Language Review

## Write the sentences correctly.

- 1. Many people use Internet serch enjines to find information quick.
- 2. Programs called "robots" crawl thru web sights to find and catalog information.

## Write the missing word or words.

3. Data retrieved during a search has been located at an \_\_\_\_\_\_ date. earliest more early earlier

## Rewrite the sentence to fix the dangling modifier.

4. To ensure that information is current, the web pages are regularly revisited by robots.

## 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. |  |
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