

Grade 8

Grammar Writing *for*

NEW EDITION

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Revising

When you **revise**, you evaluate your draft and make changes to improve it.

➤ Between the drafting and revising stages, set your work aside for a short period. Giving yourself a little break will help you decide what ideas, words, and sentences to add, delete, replace, or rearrange.

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

1. **Ideas and Content** How clearly did you express your ideas? Which details should be added or deleted? What else do readers need to know?
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?
3. **Sentence Fluency** How smoothly does one sentence flow to the next when you read your draft aloud? How could varying sentence lengths or sentence beginnings improve the sound of your essay?
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?
5. **Voice** How natural and sincere does your essay sound? How well have you communicated your interest in the topic?

Writing HINT

The sixth trait of good writing is **conventions**, or correct grammar, spelling, usage, punctuation, and mechanics. In **Lesson 1.4**, you will look for and fix these kinds of errors.

Read your essay several times. Each time you read, focus on a different trait. Depending on the kinds of changes you make, your final paper may not look much like your first draft. Major changes might require that you reorder, delete, or add ideas.

➤ 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.

EXERCISE 1 Revising a Paragraph

On a separate sheet of paper, rewrite the paragraph below. Use the questions on page 14 to guide your revision.



¹In my opinion, my most exciting experience this year was watching a bald eagle in the wild. ²Some people see bald eagles in zoos, but that's not nearly as cool. ³My brother thinks I'm lying about the whole thing. ⁴My chance came during a family trip. ⁵We were in Alaska. ⁶They had returned to our campsite to eat, but I stayed behind. ⁷I saw movement in the branches above my head. ⁸I didn't think much of it until I heard a strange sound. ⁹A bald eagle appeared. ¹⁰It swooped down. ¹¹It took a fish out of the river. ¹²It flew back into the tree. ¹³It all happened in the blink of an eye, but I will remember it always.

Working Together

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.

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CHAPTER

6

Parts of a Sentence



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Complete Sentences

A **complete sentence** is a group of words that expresses a complete thought. Every complete sentence has a subject and a predicate. (See Lesson 6.2 for more about subjects and predicates.)

➔ A **sentence fragment** is not a complete sentence. It may begin with a capital letter and end with an end punctuation mark, but it does not express a complete thought. A fragment may be missing a subject, a predicate, or both. (See Lesson 2.1 for ways to correct sentence fragments.)

FRAGMENT Folk singers in the 1960s.
[missing a predicate]

SENTENCE Folk singers in the 1960s recorded many classic songs.

FRAGMENT If you remember the words.
[The word *If* turns the words into a sentence fragment.]

SENTENCE If you remember the words, you should sing along.

➔ There are four kinds of sentences.

1. Declarative sentences make a statement. They end with a period.

Ethel Waters was a talented blues singer.

2. Imperative sentences make a command or a request. They end with a period or (if the command is strong) an exclamation point.

Finish your music report by next Tuesday.

3. Interrogative sentences ask a question. They end with a question mark.

When and where was Louis Armstrong born?

4. Exclamatory sentences show strong feeling. They end with an exclamation point.

Oh, that song sounds absolutely amazing!

CONNECTING Writing & Grammar

Varying the length and kinds of sentences you use can add interest to your writing. For example, include a short interrogative sentence to break up a series of long declarative ones.

See **Lessons 3.1** and **3.2** for more about improving sentence variety.

**EXERCISE** Identifying Sentences and Revising Sentence Fragments

Identify each of the following word groups as either a sentence fragment (*F*) or a complete sentence (*S*). Label each complete sentence as *declarative*, *imperative*, *interrogative*, or *exclamatory*. Rewrite each fragment as a complete sentence, and then identify the sentence type.

HINT

As you rewrite the sentence fragments, you may need to add, delete, or change words, capital letters, and punctuation marks.

EXAMPLE *F* A scoop of seawater in a bucket.

Milo carried a scoop of seawater in a bucket.
(*declarative*)

- ___ 1. Some sea animals in deep water.
- ___ 2. Have been to the Pacific Ocean.
- ___ 3. When we went to the beach for two weeks.
- ___ 4. Did you know that tiny living organisms can be found in deep and shallow water?
- ___ 5. Was once running water in the canals of Mars.
- ___ 6. Debate about whether there could be life on Mars.
- ___ 7. Because I am curious about astronomy.
- ___ 8. The largest crater on Mars, the Hellas impact basin.
- ___ 9. The crater is wider than the United States.
- ___ 10. That book about how asteroids crashed into Mars.

Write What You Think

Write a paragraph that explains your position on the question below. Support your opinion with evidence. Exchange paragraphs with a partner, and check each other's work for fragments.

Should the U.S. government fund another trip to the moon?



HINT

Three sentences have a compound subject, and two sentences have a compound verb.

1. Parents must select toys for young children carefully.
2. Shopping for toys during the holidays can be exciting, fun, and frustrating.
3. Millions of toys have been banned recently.
4. Tests on many popular toys, dolls, trains, and cars revealed a variety of possible dangers.
5. Some of the ones with high levels of lead were recalled and removed from store shelves.
6. Certain amounts of lead can damage children’s mental development, hearing, and vital organs.
7. Babies often put toys in their mouths and can easily choke on small pieces like magnets.
8. Parents and other caregivers should check every old toy for possible hazards.
9. Sharp edges, sharp points, and loud noises make some toys extremely dangerous for toddlers.
10. Since 1970, many hazardous toys and other items have been removed from stores.

EXERCISE 2 Writing a Paragraph

Study the photo to the right. Imagine you can see the scene from the hot air balloon’s perspective.

1. Write at least six sentences describing what you might see.
2. Underline each simple subject once and each simple predicate twice.



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CHAPTER

11

Punctuation



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End Marks and Abbreviations

Periods, question marks, and exclamation points are **end marks**, punctuation marks used at the end of a sentence.

➔ Use a period at the end of a statement (declarative sentence) or a command or request (imperative sentence).

Seedlings grow into mature plants.

Put the flowers by the window.

➔ Use a question mark at the end of a direct question (interrogative sentence). Use a period after an indirect question.

When will the plant be fully grown?

The teacher asked if the flowers needed water.

➔ Use an exclamation point at the end of an exclamation (exclamatory sentence) and after an interjection.

That bloom is huge! Wow!

➔ Use periods after initials and many **abbreviations**. If you are uncertain about whether to use a period with an abbreviation, consult a dictionary.

Category	Examples			
Initials and Titles	Mr. J. M. Kahan, Jr.	Pat	McCann,	M.D.
Addresses and Organizations	Ave.	Rd.	P. O. Box	
	Acme Co.	Bray Corp.	Treen Inc.	
Calendar Items and Time	Tues.	Fri.	Feb.	Oct.
	a.m.	p.m.		
Other	etc.	vs.	in.	i.e.

EXERCISE 1 Proofreading a Paragraph

Proofread the paragraph below to add end punctuation marks and periods for abbreviations.

EXAMPLE Ms Lester says that education gives us choices

Ms. Lester says that education gives us choices.

See **Lesson 6.1** to review the four kinds of sentences.

CONNECTING Writing & Grammar

An **acronym** is a word formed from the first letter(s) of several words. Acronyms are written without periods, as are postal abbreviations for states.

BCE MVP NFL
mph FL NE

Avoid using abbreviations or acronyms that may not be familiar to your readers.

Remember

When an abbreviation with a period ends a sentence, do not use a second period. However, do use a question mark or an exclamation point after an abbreviation.

School starts at 7:45 a.m.

Can you leave at 3:30 p.m.?

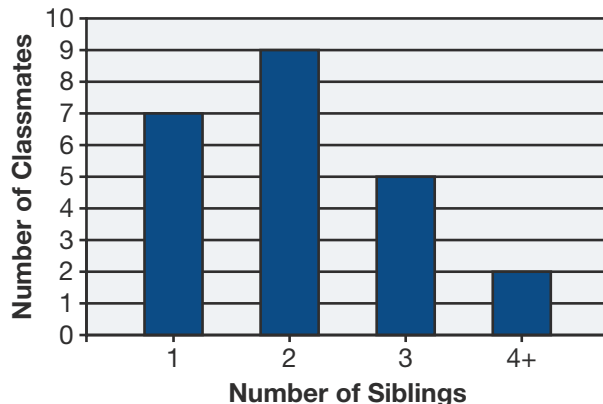
¹Our principal, Dr Alma A Thomas, came to talk to our class about education ²She said that education makes it possible for us to take charge of our lives ³She and Ms. Lester said that education is not just good for us, but for our families too ⁴In fact, they said that it's even good for the world ⁵I wondered how that is possible ⁶Then Dr Thomas explained that, around the world, more than 115 million children of school age are not in school ⁷More than half of those children are girls ⁸My friend B J asked how the problem could be fixed

Working Together

EXERCISE 2 Writing Sentences

Work with a partner to write four sentences about the graph below and your reactions to it. Include at least one period, question mark, and exclamation point as an end mark.

EXAMPLE Not many classmates have more than four siblings.



Commas I

Commas (,) are punctuation marks that indicate a pause or a break in thought. In the next several lessons, you will review the most important rules for using commas.

	Rule	Example
Items in a Series	Use a comma to separate words, phrases, or clauses that appear in a series of three or more. <i>Note:</i> Do not use a comma to separate two items.	We saw elephant tracks on the road, in the grass, and near the bush. We also saw a giraffe and a gazelle.
Adjectives Before a Noun	Use a comma to separate two or more adjectives that come before and modify the same noun.	The large, stampeding animal rushed closer.
Compound Sentences	Use a comma before a coordinating conjunction (<i>and, or, but, for, so, nor, yet</i>) that joins two independent clauses.	Kim's knees shook, but she never made a sound or moved.
Direct Quotations	Use a comma to separate a direct quotation from the rest of the sentence.	"Elephants," Mr. Neri said, "are extremely intelligent."

EXERCISE 1 Proofreading for Commas

Proofread the following sentences, adding commas where they are needed. Write *C* if the sentence is correct.

1. Dr. Connie Chou is an expert on brothers and sisters but she is an only child.
2. She gives lectures on sibling rivalry writes about families and testifies in court cases.
3. According to Chou "Parents should not compare their children or encourage competition between them."
4. *Who Knows You* is a fascinating well-researched book.

CONNECTING Writing & Grammar

To decide if you should use a comma between two adjectives before a noun, put *and* between them. If *and* makes sense, use a comma.

I watched the long, [and] boring film.

If *and* sounds awkward, do not use a comma.

I wore the heavy ~~and~~ black sweater.

See **Lessons 3.4** and **3.6** for more about compound sentences.

**Remember**

Do not use a comma before a coordinating conjunction that joins two compound subjects or verbs.

INCORRECT Von, and Jeff live in Texas, but work in Louisiana.

CORRECT Von and Jeff live in Texas but work in Louisiana.

5. I gave copies to my three brothers: Connor Lee and Dwayne.
6. Connor and I have an especially strong close relationship but we are not at all alike.
7. My older sister calls every week and sends e-mail every day.
8. Beth gives me advice but she doesn't expect me to follow it!
9. Competition between brothers, sisters parents or friends can sometimes be healthy but it can also cause problems.
10. Beth, Dwayne, and I used to compete in several sports.
11. We had long tough battles in tennis and basketball.
12. Nobody wanted to lose and nobody ever gave up.
13. My parents were huge sports fans and cheered for us all.
14. Beth and I talk often but we rarely see each other.
15. Dr. Chou wrote "Getting along with your siblings can be a complicated, rewarding challenge."

EXERCISE 2 Writing a Family History

Suppose that you've been asked to write a short history of a family member for a magazine profile.

1. Before writing, develop a list of points to cover, such as birthplace, education, jobs, family, personality traits, and interests.
2. Write one or more paragraphs.
3. Include sentences that illustrate several of the comma rules in the chart on the previous page. Be sure to proofread your paragraphs carefully.



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Grammar for Writing

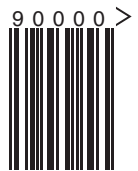
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