

Language Study

Grammar/Comp
Dictation
Copywork
Composition/Written Narration

SAMPLE





About the Course

This course includes the following topic(s): Grammar/Comp: Grade 8, Dictation: Grade 8, Composition/Written Narration: Grade 8, Copywork: Grade 8

About Grammar/Comp: Grade 8

Students spend two lessons each week deepening their understanding of the parts of speech. During the other two lessons, students grow their writing skills with composition assignments from their books. Throughout the year they explore literary concepts such as point of view and experiment with multiple forms of writing, including letters, descriptions, short accounts, and poetry.

About Dictation: Grade 8

Students use selected passages to practice dictation skills. (Alveary Copywork & Dictation Books provide selected passages).

About Copywork: Grade 8

Students copy passages from their books. (Alveary Copywork & Dictation Books provide selected passages).

Grammar/Comp: Grade 8

These lessons, combined with the writing practice students continue to gain through written narrations, reinforce concepts and build fluency with various types of written forms.

NARRATION vs. COMPOSITION

As students begin to have more formal composition assignments in addition to written narrations, it's important to consider the difference between the two. Both narrations and compositions build students' skills in writing. The focus in narrations is on building written fluency by "telling back" the reading in written/typed form (and students are free to experiment with various ways to do this or not, as interested). The focus in composition assignments is to give them accountability and structure to practice specific skills in one or more types of writing.

Sometimes this means that a composition prompt assigns a specific type of "telling back" (such as retelling a reading as a poem, which a student may or may not have already experimented with of their own accord in their narrations). Additionally, compositions move beyond narration and variations of "telling back" to assignments which ask students to direct their attention to specific ideas within or across their readings (such as comparing and contrasting characters or texts) and other types of reflection which they previously have mainly practiced discussing orally or briefly in writing after reading and narrating in their lessons. Finally, especially as students enter high school, composition assignments merge with grammar assignments to help students understand the writing process more globally and consider aspects of style, editing, revision, research, and the ethics of communication.

Written Narration: Grade 8

Students should keep track of their regular written narrations and write 8 each week.



Placement & Combining Tips

Grammar/Comp: Grade 8

If your student did not do Paragraph Town last year, you should incorporate that book with the 8th-grade grammar book.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
8	Grammar/Comp: Grade 8 2 times/week 20 min 2 times/week 15 min	Grammar Voyage Grammar Voyage Teacher Manual (select pages) Practice Voyage Practice Voyage Teacher Manual (select pages)
8	Dictation: Grade 8 2 times/week 15 min	Grade 8 Copywork & Dictation Book
8	Copywork: Grade 8 5 times/week 10 min	Grade 8 Copywork & Dictation Book

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Language Study: Grade 8				
Grammar/Comp: Grade 8 Written Narration: Grade 8 Copywork: Grade 8	Grammar/Comp: Grade 8 Written Narration: Grade 8 Copywork: Grade 8	Dictation: Grade 8 Written Narration: Grade 8 Copywork: Grade 8	Grammar/Comp: Grade 8 Written Narration: Grade 8 Copywork: Grade 8	Dictation: Grade 8 Grammar/Comp: Grade 8 Written Narration: Grade 8 Copywork: Grade 8



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Grammar/Comp: Grade 8

Bookmark Grammar Voyage Teacher Manual. (Find in Quick Links)

Bookmark Practice Voyage Teacher Manual. (Find in Quick Links)

Written Narration: Grade 8

WRITTEN NARRATION TIPS

Plan to complete eight written narrations every week; at least half should be typed.

Written narrations can happen after reading at the end of any lesson, if time allows, and do NOT need to take up an extra 10-15 minutes in your schedule. This tracker serves to help you keep records of what was done throughout the year.

To keep written narrations fresh and interesting, have your student try narrating in different ways (specific suggestions are sometimes included directly in a lesson). Students are directly assigned some of these prompts in composition lessons, but they should feel free to use these as desired for their normal narrations as well. In addition to just “what did we read about?”, you can ask students to:

- “Write the story of ____.” (Example: “Write the story of the battle of Troy.”)

- “Imagine you are a character in the story and write what happened as a diary entry” (Example: pretend you are Christian in Pilgrim’s Progress and write a letter or diary entry telling what happened to him in today’s chapter.”

- Pretend they are the author of the book and have them write their narration as if they are telling the story of the chapter they read for the book’s first readers. (Then have them read it to someone who hasn’t read the book!)

- Tell back the reading as a poem, a news report or interview, a scene in a play, or a comic strip style narration combining illustration and words.

Encourage students to spend a full 10-15 minutes or so on their narrations and give as much detail as possible. It may help if you encourage them to think of writing their narrations for a friend or someone who has never read the book, rather than for you, who might already know

the story. If they feel like they've run out of things to write, have them try one of the narration variations above.

Remind students that narration is a way for them to process and think more deeply about what they read. Narration isn't about proving to you that they read a book or did an assignment, but a chance for them to actually know it and better remember it themselves.

Reminders

Written Narration: Grade 8

- Some ideas on supporting students who are still building fluency with written narrations:
 - Write down words on a whiteboard if a student wants to use a word they don't know how to spell.
 - Have students write down brief sentences (even numbered statements) telling the sequence of events, and then have them orally give more details about each of them.
 - Write the beginning and then orally tell the rest, or vice versa.
 - Some students may find writing easier if you provide external supports before writing, such as index cards that can be arranged and re-ordered. You can also encourage students to talk aloud as they write or use speech-to-text and then edit.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Language Study: Grade 8

Grammar/Comp: Grade 8



Grammar Voyage



Grammar Voyage Teacher Manual (select pages)



Practice Voyage



Practice Voyage Teacher Manual (select pages)

Dictation: Grade 8



Grade 8 Copywork & Dictation Book

Copywork: Grade 8



Grade 8 Copywork & Dictation Book



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Language Study: Grade 8

- ∞ [Extra Helpings](#)
- ∞ [Copywork & Dictation: Grade 8](#)
- ∞ [Foundations \(See Sections 3 & 8: Narration & English\)](#)

Grammar/Comp: Grade 8

- ∞ [Grammar Voyage Teacher Manual](#)
- ∞ [Practice Voyage Teacher Manual](#)
- ∞ [Grammar Voyage Pg. Numbers/Beginning Ending Words Ebook](#)

Click THIS text or scan the QR code for links.



SAMPLE

Language Study: Grade 8

How To Teach Dictation



Prepare

Select a passage that has already been read and narrated. (We provide passages in the Dictation packets.) Have students read it over and select 5-6 words that they don't know. They can also mark punctuation that may be difficult to remember. They only need to select a section that contains 5-6 new words. If this is only a couple of sentences, that is fine.



Discuss

Ask students which words they think will be most difficult to spell and why. If there is a common spelling pattern, you can point that out. You can also point out other words that have a similar pattern.



Practice

Have students visualize the words by "seeing" them with their eyes closed. They should also practice on a whiteboard.



Complete

As part of the same lesson, when students feel ready, slowly call out a paragraph from what they studied. You will want to read it phrase by phrase and not repeat it.



View

When finished, have students look over their own work to check and see that everything looks right. If you see any misspelled words, erase those and have the students practice those again.

Language Study: Grade 8

How To Teach Grammar



Connect

Link back to the previous lesson.



Read

Read the assigned pages and discuss new ideas. It is important for students to be able to talk about the concepts in their own words. The pictures and diagrams in the book can serve as a springboard for discussions about the grammar concepts.



Practice

Complete practice examples in the text and/or the practice book that accompany the lesson.



Observe

Observe examples of concepts in books being read and in daily life.

SAMPLE

Language Study: Grade 8

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 1 10m Copywork: Grade 8 - Tracker

Tracker: □□□□□□

Materials: Grade 8 Student packet of copywork and dictation passages

→ COPYWORK

Spend ten minutes daily working on copywork this week. You can use this week's suggested passage or choose your own of a similar length.

WEEK 1 15m Dictation: Grade 8 - Tracker

Tracker: □□

Materials: Grade 8 Student packet of copywork and dictation passages

→ DICTATION

Two Dictation lessons are scheduled each week. In each lesson, there should be time for studying (10 minutes) and time for the sentences to be dictated (5 minutes). You can use this week's suggested passage for the lessons and/or choose your own generally from the history, literature, or geography books the student has already read during the week. The suggested passage might take one lesson to learn, or it might take both lessons to learn. It will be different for each student. Be sure to pay attention to any added notes regarding grammar or punctuation in the student dictation packet for the week.

The student should study enough text to include 5-6 unknown words. This might mean that the student is only studying a couple of sentences. A student may benefit more by preparing alone (practicing words and self-checking), or he/she may need heavier support by talking through the words. The student should work on visualizing each word until they can see it with their eyes shut, and then practice writing the word, drawing the letters in the air, or saying the letters aloud until it is memorized.

Discuss any interesting spelling patterns or punctuation from the text being studied. The process should take around 10 minutes to this point.

Then choose a sentence or two to slowly dictate a few words at a time to the student from the text studied. Read it once. Correct any errors and revisit any words missed.

Be sure to adapt the amount studied and dictated to suit the student. Add to or subtract from the amount or difficulty of the text studied to ensure the student's success and growth.

WEEK 1 15m Written Narration: Grade 8 - Tracker

Tracker: □□□□□□□□

→ WRITTEN NARRATION TRACKER

Complete eight written narrations this week. The rest will be oral narrations to yourself or your teacher. See the intro pages of the lesson plans for ideas on how to keep narrations varied and interesting!

★ TEACHER TIP

Make sure students are practicing typing skills, and typing narrations and compositions regularly.

WEEK 1 20m Grammar/Comp: Grade 8 - Lesson 1

→ NOTE TO STUDENTS

One purpose of composition lessons is to encourage you, the student, to dig deeper, reflect on your readings, explore the different ways words work, and learn how to ask good questions of yourself and your readings. Set your timer and use the whole time allotted for a composition assignment. If you finish an assignment with extra time, explore another perspective, ask further questions, or take a bit more time to see if any

★ TEACHER TIP

Make sure students are practicing typing skills and typing narrations and compositions regularly.

There are two designated lessons each week to work on the



Term 1

other thoughts come to mind. Alternatively, if you find yourself stuck, you may want to take a short break and come back later! Growth, not frustration, is the goal.

→ 15m COMPOSITION ASSIGNMENT #1 - SUMMARY/REFLECTION

Write a brief summary of a current event.

OR

Tell of a time when your desire for society was met. How did that experience impact/affect you?

→ 15m COMPOSITION ASSIGNMENT #2 - LETTER

Write a letter to a family member, friend, or imaginary character about one of your favorite books so far this year. Tell them what you think the book is about, why you like it so far, and then send the letter if you like!

Composition prompts. All prompts will be listed in those lessons, so students can choose which prompts to work on.

• REFERENCE

Comp #1

Ethics: Part 2 (Lesson 1)

Book: Ourselves

WEEK 1 20m Grammar/Comp: Grade 8 - Lesson 2

Introduction

Materials: Grammar Voyage

→ RECAP

What do you remember about grammar from last year? Can you recite the eight parts of speech?

→ READ, NARRATE, & DISCUSS

p.4-9

- Note that "Intro" means into, and "duct" means lead.

→ PRACTICE

Find the end rhyme on p.5-6 and discuss what you like about the poem. Copy the 4 ways of thinking about language on p.9. Find new places on p.8-9 on a map.

WEEK 1 20m Grammar/Comp: Grade 8 - Lesson 3

Word Fragments

Materials: Grammar Voyage

→ READ, NARRATE, & DISCUSS

p.10

→ PRACTICE

Copy the list of Latin words or word fragments into your notebook. Which ones do you already know? Which ones do you need to memorize? Work through all the words at the bottom of the page, substituting the meaning from the list for the highlighted part of the word. See if you can puzzle out how understanding the fragment's meaning sheds light on the meaning of the words.

WEEK 1 20m Grammar/Comp: Grade 8 - Lesson 4

→ NOTE TO STUDENTS

One purpose of composition lessons is to encourage you, the student, to dig deeper, reflect on your readings, explore the different ways words work, and learn how to ask good questions of yourself and your readings. Set your timer and use the whole time allotted for a composition assignment. If you finish an assignment with extra time, explore another perspective, ask further questions, or take a bit more time to see if any other thoughts come to mind. Alternatively, if you find yourself stuck, you may want to take a short break and come back later! Growth, not frustration, is the goal.

→ 15m COMPOSITION ASSIGNMENT #1 - SUMMARY/REFLECTION

★ TEACHER TIP

Make sure students are practicing typing skills and typing narrations and compositions regularly.

There are two designated lessons each week to work on the Composition prompts. All prompts will be listed in those lessons, so students can choose which prompts to work on.



Term 1

Write a brief summary of a current event.

OR

Tell of a time when your desire for society was met. How did that experience impact/affect you?

→ 15M COMPOSITION ASSIGNMENT #2 - LETTER

Write a letter to a family member, friend, or imaginary character about one of your favorite books so far this year. Tell them what you think the book is about, why you like it so far, and then send the letter if you like!

• REFERENCE

Comp #1

Ethics: Part 2 (Lesson 1)

Book: Ourselves

WEEK 2 10m Copywork: Grade 8 - Tracker

Tracker: □□□□□□

Materials: Grade 8 Student packet of copywork and dictation passages

→ COPYWORK

Spend ten minutes daily working on copywork this week. You can use this week's suggested passage or choose your own of a similar length.

WEEK 2 15m Dictation: Grade 8 - Tracker

Tracker: □□

Materials: Grade 8 Student packet of copywork and dictation passages

→ DICTATION

Spend two days this week working on a complete dictation lesson (10 min. of study, 5 min. for passage to be dictated). You can use this week's suggested passage or choose your own of a similar length. Be sure to pay attention to any added notes in the student dictation packet for the week. Only choose enough text so the student is learning 5-6 new words at a time.

WEEK 2 15m Written Narration: Grade 8 - Tracker

Tracker: □□□□□□□□

→ WRITTEN NARRATION TRACKER

Complete eight written narrations this week. The rest will be oral narrations to yourself or your teacher. See the intro pages of the lesson plans for ideas on how to keep narrations varied and interesting!

★ TEACHER TIP

Some students may find it helpful to use external supports before writing, such as index cards that can be arranged and re-ordered. You can also encourage students to talk aloud as they write or use speech-to-text and then edit.

WEEK 2 20m Grammar/Comp: Grade 8 - Lesson 5

→ 15M COMPOSITION ASSIGNMENT #1 - EXPOSITORY

Tell of a time when you took a "share in the interests of the great world" by listening with all your heart to someone who shared about a profession, skill, subject, or experience with which you were unfamiliar.

→ 15M COMPOSITION ASSIGNMENT #2 - DESCRIPTIVE

From your reading in Ancient History, write a page-long interview for Sulla. What questions would you ask him?

★ TEACHER TIP

Some students may find it helpful to use external supports before writing, such as index cards that can be arranged and re-ordered. You can also encourage students to talk aloud as they write or use speech-to-text and then edit.

• REFERENCE

Comp #1

Ethics: Part 2 (Lesson 2)

Book: Ourselves

Comp #2

Ancient History (G7-9, Lesson 1)

Book: A Short History of Ancient Rome



Term 1

WEEK 2 20m Grammar/Comp: Grade 8 - Lesson 6

Nouns

Materials: Grammar Voyage

→ **READ, NARRATE, & DISCUSS**
p.11-17

→ **PRACTICE**

- Copy the diagram on p.15. Discuss the size and placement of the elements.
- For each noun in purple on p.16, is it a person, place, or thing?
- Copy the types of nouns in purple from p.17 and come up with your own example for each type. Discuss compound nouns, too.

• **DEFINITIONS**

A marine chronometer is a clock that is accurate enough to be used to calculate longitude via celestial navigation.

★ **TEACHER NOTE**

There are also **COMPOUND NOUNS** that combine words. They are sometimes hyphenated: mother-in-law, schoolteacher, toothpaste.

WEEK 2 20m Grammar/Comp: Grade 8 - Lesson 7

Pronouns

Materials: Grammar Voyage

→ **READ, NARRATE, & DISCUSS**
p.18-21

→ **PRACTICE**

- Copy the charts for the two cases of pronouns on p.20.
- What is the plural third-person subject pronoun? What is the singular first-person object pronoun? What is the singular and plural second person subject and object pronoun?
- Copy the lists of demonstrative, possessive, interrogative, and indefinite pronouns on p.21.

★ **TEACHER NOTE**

In modern usage, they and them have been adopted as singular pronouns that can replace a singular noun. For example: In the dictation lesson, the student will choose words that are unfamiliar to "them" (instead of saying "her or him"). If your child doesn't know French, "they" can start learning it this year (instead of "he or she").

WEEK 2 20m Grammar/Comp: Grade 8 - Lesson 8

→ 15m **COMPOSITION ASSIGNMENT #1 - EXPOSITORY**

Tell of a time when you took a "share in the interests of the great world" by listening with all your heart to someone who shared about a profession, skill, subject, or experience with which you were unfamiliar.

→ 15m **COMPOSITION ASSIGNMENT #2 - DESCRIPTIVE**

From your reading in Ancient History, write a page-long interview for Sulla. What questions would you ask him?

★ **TEACHER TIP**

Some students may find it helpful to use external supports before writing, such as index cards that can be arranged and re-ordered. You can also encourage students to talk aloud as they write or use speech-to-text and then edit.

• **REFERENCE**

Comp #1

Ethics: Part 2 (Lesson 2)

Book: Ourselves

Comp #2

Ancient History (G7-9, Lesson 1)

Book: A Short History of Ancient Rome

WEEK 3 10m Copywork: Grade 8 - Tracker

Tracker: □ □ □ □ □ □

Materials: Grade 8 Student packet of copywork and dictation passages

→ **COPYWORK**

Spend ten minutes daily working on copywork this week. You can use this week's suggested passage or choose your own of a similar length.



Term 1

WEEK 3 ☐ 15m Dictation: Grade 8 - Tracker

Tracker: ☐☐

☐ Materials: Grade 8 Student packet of copywork and dictation passages

→ DICTATION

Spend two days this week working on a complete dictation lesson (10 min. of study, 5 min. for passage to be dictated). You can use this week's suggested passage or choose your own of a similar length. Be sure to pay attention to any added notes in the student dictation packet for the week. Only choose enough text so the student is learning 5-6 new words at a time.

WEEK 3 ☐ 15m Written Narration: Grade 8 - Tracker

Tracker: ☐☐☐☐☐☐☐☐☐☐

→ WRITTEN NARRATION

Complete eight written narrations this week. The rest will be oral narrations to yourself or your teacher. See the intro pages of the lesson plans for ideas on how to keep narrations varied and interesting!

★ TEACHER TIP

Provide opportunities for students to explore other ways of narrating using technology with applications such as PowerPoint or design software such as Canva.

WEEK 3 ☐ 20m Grammar/Comp: Grade 8 - Lesson 9

→ ☐ 15m COMPOSITION ASSIGNMENT #1 - EXPOSITORY/RESEARCH

From your reading in *Ourselves*, compare and contrast the desire for knowledge and curiosity.

→ ☐ 15m COMPOSITION ASSIGNMENT #2 - OPINION

From your reading in current events, what do you think are some issues your country has to deal with today? Why?

★ TEACHER TIP

Provide opportunities for students to explore other ways of narrating using technology with applications such as PowerPoint or design software such as Canva.

● REFERENCE

Comp #1
Ethics: Part 2 (Lesson 3)
Book: *Ourselves*

WEEK 3 ☐ 20m Grammar/Comp: Grade 8 - Lesson 10

Pronouns, Adjectives

☐ Materials: Grammar Voyage

→ READ, NARRATE, & DISCUSS
p.22-27

→ DISCUSS

Why is it important to make sure that the pronoun's antecedent is clear? Why is it better to say "modify" instead of "describe" to explain what adjectives do? How do adjectives modify pronouns?

★ TEACHER NOTE

Emphasize the word modify because it is much more accurate than the word describe. When the adjective happens, the noun goes poof. Example: LADDER and CORPORATE LADDER

WEEK 3 ☐ 20m Grammar/Comp: Grade 8 - Lesson 11

Articles, Review

☐ Materials: Grammar Voyage

→ READ, NARRATE, & DISCUSS
p.28-30

→ PRACTICE

● Find nouns, pronouns, and adjectives in the first paragraph of *Moby Dick* on p.29. [See Answer Key] Remember that articles are special

★ TEACHER TIP

This would make a good small-group activity for a classroom setting, letting students work together to find as many nouns, pronouns, and adjectives as they can. This presents the opportunity to discuss items they did not see or to discuss why an item they chose is none of the three.

Language Study: Grade 8

[Click THIS text or scan the QR code for links.](#)



Term 1

adjectives!

- Find all the nouns in the passage on p.30. [31 of them, excluding the infinitive "to ebb"] How many are plural?

WEEK 3 **20m Grammar/Comp: Grade 8 - Lesson 12**

→ **15M COMPOSITION ASSIGNMENT #1 - EXPOSITORY/RESEARCH**

From your reading in Ourselves, compare and contrast the desire for knowledge and curiosity.

→ **15M COMPOSITION ASSIGNMENT #2 - OPINION**

From your reading in current events, what do you think are some issues your country has to deal with today? Why?

★ **TEACHER TIP**

Provide opportunities for students to explore other ways of narrating using technology with applications such as PowerPoint or design software such as Canva.

● **REFERENCE**

Comp #1

Ethics: Part 2 (Lesson 3)

Book: Ourselves

SAMPLE