

# Jackson County Public Schools

## Conventions Handbook

The purpose of this document is to supplement the Standard Course of Study. It is not a complete writing manual. Our focus as we prepared this document was on grammar and conventions. In grades K-2, we have patterned our expectations after the K-2 assessment.

KINDERGARTEN	Examples
Uses conventional (correct) spelling	cat
Uses temporary (phonetic) spelling	ct, kt, kat
Writes correctly 70-80% of letters	
Hears sounds within words and matches sounds to appropriate letters	kan=can, bot=boat, r=are, skool=school, se=see
Uses capital letters to write the word "I" and the first letter of student's own name	
write simple sentences* with ending punctuation	

**Assessment Strategy:** Unassisted Writing Sample, dictation of words and sentences, illustrate beginning, middle, and end event, and writes own words and/or sentences with illustrations.

GRADE ONE	Examples
Spells correctly three and four letter words in word families	at, cat, bat, hat, that
Uses phonics to write independently, using temporary and/or conventional spelling	skool=school, her=here, hom=home
Writes correctly all upper and lower case letters	
Uses complete sentences*	
Understands common nouns*	school, book, month
<b>Uses basic capitalization and punctuation:</b>	
First word in a sentence	The cat sat.
Proper nouns* (specific person, place or thing)	Bob, Sue Jones, Sylva, November, Statue of Liberty
Period to end declarative sentence*	The dog ran.
Question mark to end interrogative sentences*	What is your name?
Self-monitors writing by verbally re-reading sentences, checking for capitalization, checking for finger spacing, and checking for correct end punctuation	
Uses legible print	

**Assessment Strategy:** Unassisted Writing Sample(s): stories\*, journal entries\*, letters\*, response logs\*, simple poems\*

\*Teach this term/concept at this grade level.

## Jackson County Public Schools Conventions Handbook

GRADE TWO	Examples
Spells correctly using:	
previously studied words, which can come from a variety of sources including:	
The Dolch word list	
writer's workshops	
spelling books	
reading series	
<b>Spelling patterns:</b>	
C-V-C-E pattern	
Blends	
Diagraphs	
Introduce suffixes, prefixes, and root words*	
I before e, except after c	
When two vowels go walking, the first one does the talking	
Letter sounds to represent all the letter sounds	
Plural forms of commonly used nouns*	foxes, boys, churches, flies
<b>Self-edits for:</b>	
Spelling patterns:	
All capitalization from K-1st grade and:	
holidays*	
days of the week*	
months of the year*	
All punctuation from K-1st grade	
Commas in addresses, lists in a series, and dates	
Exclamation point to end exclamatory sentence	
Paragraphs:	
indents at the beginning of each paragraph*	
has main idea*	
complete sentences	
correct word order in sentences*	
<b>Uses:</b>	
Subject (noun, pronoun)*	Joe ate quickly
Predicate*	S P M
Modifier*	He sings horribly S P M
Collective nouns*	Army, band, committee, children
Common, age-appropriate contractions*	won't, don't, I'm, can't (see Dolch list)
Legible manuscript handwriting	

*Assessment Strategy:* Unassisted Writing Sample(s): personal narratives; creative stories; skits; structured, informative presentations; and narratives

\*Teach this term/concept at this grade level.

## Jackson County Public Schools Conventions Handbook

GRADE THREE	Examples
Uses spelling strategies	
Root words	happy
Suffix	happ <u>iness</u>
Prefix	<u>un</u> happy
Less common vowel patterns	sleigh, reign, thought, though
Less common letter groupings	phone, knee, enough
Uses all capitalization from K-2	
Uses correct capitalization	
Geographical place names	North Carolina
Holidays	Thanksgiving
Special Events	Mountain Heritage Day
Titles	Mr., Mrs., <u>Little Red Hen</u>
Uses all punctuation from K-2	
Commas in greetings	Dear Terri,
Dates	January 24, 2005
City and State	Sylva, North Carolina
Underlining book titles	<u>Charlotte's Web</u>
Periods after initials and abbreviated titles	Dr. H. G. Wells
Apostrophes in contractions	couldn't
Uses correct subject/verb agreement	they was - they were I gots the pencil - I got the pencil
Recognize action verbs* and linking verbs*	hit (action); is (linking)
Identifies sentences and non-sentences *fragments	
Use a variety of complete sentences	
Declarative	
Imperative*	Please shut the door.
Interrogative	
Exclamatory	
Uses interjections*	Wow! You have a great dog!
Self-edits for spelling using:	
Dictionaries	
Glossaries	
Word walls	
Peer editing	
Teacher assistance	
Uses conjunctions*	and, but, for, or, so, yet
Define Phrase*	Tom and I went to the store.
Identifies Prepositions/prepositional phrases*	The boy <u>in the blue</u> shirt is cute.
Writes compound sentences* with comma	I went to school, but my brother stayed home.
Writes legible manuscript/cursive handwriting	
Uses their, there, and they're correctly	
Uses are, our correctly	

Continue the study of plurals

*Assessment Strategies:* personal narrative, short report, friendly letter, directions and instructions, learning logs

\*Teach this term/concept at this grade level.

## Jackson County Public Schools Conventions Handbook

GRADE FOUR	Examples
Uses correct capitalization	
Names of languages	Italian
Nationalities	Korean
Musical compositions	Beethoven's Fifth Symphony, Circle of Life
Uses correct punctuation	
Quotation marks* and commas in dialogue*	Susan said, "Come here."
Apostrophes in possessives	The boy's locker room is messy.
Quotation marks and underlining in titles	<u>Mona Lisa</u> , <u>Titanic</u> , <u>Romeo and Juliet</u>
Use appropriately:	
Verb tense consistency	I <u>go</u> to school. <u>We went</u> to PE.
Subject consistency	
Coordinating conjunctions*	and, but, or, nor, for, so, yet
Principal parts of the verbs*	
Present	walk
Present participle	walking
Past	walked
Past participle	walked
Regular/irregular verbs*	walk/walked; drive/drove
Prepositions/prepositional phrases	Joey is hiding <u>under the bed</u> . (adv.) The boy <u>in the blue</u> shirt is cute. (adj.)
Uses your, you're correctly	
Uses it's, its correctly	
Recognition and use of comparative* and superlative*	er, est; more, most; less, least
Continue the study of plurals	

*Assessment Strategies:* personal and imaginative narrative, diaries, journals, research reports, poetry, letters, essays, presentations

\*Teach this term/concept at this grade level.

## Jackson County Public Schools Conventions Handbook

GRADE FIVE	Examples
Uses correct capitalization	
Magazines	Sports Illustrated
Newspapers	The Sylva Herald
Organizations	Boy Scouts
Correct punctuation	
Colon*	The list is as follows: apples, oranges, pears.
Commas with appositives*	Ms. Preston, my teacher, is fabulous.
Uses personal pronouns* correctly	
Nominative*	we, I, he
Objective*	us, me, him
Possessive*	His, hers, ours, yours, its
Build on irregular and troublesome verbs	dive, hang, meet, drink
Build on ideas using prepositional phrases, transitions, and coordinating conjunctions	
Define Clause*	
Introduce subordinating conjunctions*	<u>Since</u> you did not finish dinner, you do not get dessert.
Continue use of plurals	

*Assessment Strategies:* poetry, research reports, news articles, letters to the editor, business letters, essays, feature story

GRADE SIX	Examples
Correct use of compound sentences avoiding run-ons* with use of comma and conjunction	My brother and I went to the store but forgot to buy milk and my mom sent us back to the store to get the milk and then we bought it.
Defines complex sentences*	
Uses pronouns correctly, including clear antecedents* and correct case*	The <u>girl</u> dropped <u>her</u> book. She gave the money to Jack and <u>me</u> .
Demonstrates the different roles of the parts of speech in sentence construction.	Wow! The big gorilla really roared and chased after its trainer.
Wow! (Interjection) The (Article) big (adjective) gorilla (Noun/subject) really (Adverb) roared (Verb) and (Conjunction) chased (Verb) after (Preposition) its (Pronoun) trainer (Noun/object of preposition)	
Uses participles* and participial phrases* correctly	The <u>barking</u> dog scared me. The girl had a <u>broken</u> heart. The <u>shattered</u> window was expensive. <u>Hopping through the field</u> , the rabbit fell into a hole.
Uses relative pronouns* correctly	who, which, that
Uses adjective clauses* correctly with relative pronouns*	English, <u>which is my favorite class</u> , is first period.
Understand and avoid dangling and misplaced modifiers	I saw a woodpecker <u>jogging yesterday</u> .
Continue the study of plurals	

\*Teach this term/concept at this grade level.

## Jackson County Public Schools Conventions Handbook

GRADE SEVEN	Examples
Uses infinitives* and infinitive phrases* correctly	I like <u>to hike</u> . <u>To be a successful student</u> , one must study.
Use adverb clauses* correctly	<u>After he finished the dishes</u> , he went to the movies.
Recognize active* and passive voice*	She hit the ball. (active) The ball was hit by her. (passive)
Demonstrate understanding of indirect* and Direct objects*, and object complements* (predicate nouns, predicate adjectives)	Give <u>me</u> the money. (indirect) He gave the <u>money</u> to me. (direct obj.) She is my <u>mother</u> . (predicate noun) The sky is blue. (predicate adj.)
Avoid the use of double negatives*	We don't got no potatoes. I can't hardly see.
Use of semi-colon*	Good taste is rare in laboratory-grown vegetables; they are usually bland.

GRADE EIGHT	Examples
Uses gerunds* and gerund phrases* correctly	<u>Dancing</u> is fun. <u>Running in the hall</u> is against the rules. I got in trouble for <u>running in the hall</u> .
Uses noun clauses* correctly	<u>What I said</u> was wrong.
Uses pronoun clauses*	
Demonstrative*	<u>That</u> is my chair.
Interrogative*	<u>Who</u> are you
Reflective*	I did the work <u>myself</u> .
Full review of:	
Simple sentences	
Compound sentences	
Complex sentences	
Compound-complex* sentences	

\*Teach this term/concept at this grade level.

# Jackson County Public Schools

## Conventions Handbook

GRADE NINE	Examples
<b>Review and use in writing:</b>	
Commas, semicolons, colons, apostrophes, quotation marks, and underlining/italics	
The types of sentences-simple, compound, complex, compound/complex	
Review of restrictive and nonrestrictive phrases and clauses	
The appropriate use of active, passive, regular and irregular verbs	
Correct placement of modifiers	
Word divisions	
Clarity and logic of comparisons	<p>I like you better than Mary. (unclear)</p> <p>I like you better than I like Mary. or I like you better than Mary does. (clear)</p> <p>The cost of a house is greater than a car. (unclear)</p> <p>The cost of a house is greater than the cost of a car. (clear)</p> <p>Columbus is larger than any city in Ohio. (unclear)</p> <p>Columbus is larger than any other city in Ohio. (clear)</p>
<b>Correct use of numbers</b>	
Use figures for numbers that require more than two words to spell out	The leap year has 366 days.
Use figures according to standard practice	July 24, 2005, 234 Main Street, \$3.98, Acts: 2:17 (Bible), 7:45 am
Spell out numbers that begin sentences	Twenty people were injured in the fire.
<b>Punctuation</b>	
<b>Dash-to indicate:</b>	
Sudden change in tone or thought and to set off certain elements	She said-couldn't it be true? - that she is innocent.
Unfinished thought	If he lost the money-he was afraid to think about it.
An appositive	The problems of summer-hay fever and snakes-cause me to prefer winter.
<b>Parentheses</b>	
To enclose nonessential elements	He eats fish (tuna and salmon) to stay healthy.
To enclose letters and figures	
Labeling items in lists within sentences	I have two suggestions (1) don't cheat and (2) be punctual.
<b>Brackets</b>	
Within quotations to indicate your own comments/changes	Her reign [late 1800s] was significant.
To alter capitalizations	[T]wo children were saved.
To substitute part of an original quotation to clarify	Despite [Jim's] injury he won the race. Substituted for <i>he</i>
<b>Ellipsis</b>	
To indicate omissions with quotations	She said, "But all the places...are scary."
<b>Slash</b>	
To use between options and to separate lines of poetry	pass/fail courses
<b>Parallelism* Patterns of Parallelism</b>	

\*Teach this term/concept at this grade level.

## Jackson County Public Schools Conventions Handbook

Parallel words	She is a dancer, singer, and actress.
Parallel phrases	"...a government of the people, by the people, and for the people."
Parallel subordinate clauses	Where I go and when I go is my business.
parallel main clauses	The sun rose and the day began.

GRADE TEN	Examples
Review and use of ninth grade material	
Demonstrate understanding of parallelism	
Introduce common shifts	
Shifts in person	If we work hard we can have <i>our</i> reward. When <i>you</i> call, please state <i>your</i> name. All <i>people</i> should do <i>their</i> best.
Shifts in tense	After Booth <i>shot</i> Lincoln, he <i>jumped</i> onto the stage.
Shifts in mood*	<i>Sand</i> the walls and then <i>paint</i> them.
Shifts in voice	As we <i>watched</i> the parade, we could see the floats. (active) The dinner <i>was cooked</i> and the prayers <i>were offered</i> .
Shifts in direct and indirect quotation	She asked whether we had done our chores and finished our homework. (indirect) She asked, "Did you finish your chores and do your homework?"
Recognize and practice elements of style in writing in the following areas:	
Coherence*	
Clarity*	
Effect*	
Conventions*	
Diction*	

GRADE ELEVEN AND TWELVE	Examples
Continued practice of all elements of effect writing and grammar	
Punctuation	
Mechanics	
Syntax	
Style	
review and reteach as needed	

### Grades 9-12

\*Teach this term/concept at this grade level.

# Jackson County Public Schools Conventions Handbook

## Frequently Confused Words

affect/effect  
conscience/conscious  
lie/lay  
lose/loose  
principle/principal  
quiet/quite/quit  
were/we're/where  
than/then  
stationary/stationery  
allusion/illusion  
ante/anti  
breath/breathe  
cloth/clothe  
compliment/complement  
find/fined  
latter/later  
knew/new  
decent/descent/dissent  
moral/morale  
whether/weather  
there/they're/their  
all right/alright  
capitol/capital  
farther/further  
good/well  
aloud/allowed  
between/among  
break/brake  
course/coarse  
creek/creak  
past/passed  
raze/raise/rays  
whose/who's  
your/you're  
all together/altogether  
desert/dessert  
less/fewer

\*Teach this term/concept at this grade level.