

Possible Conventions Continuum K-2

	Spelling		Punctuation	Grammar
Kindergarten	<p>Spelling Resources</p> <ul style="list-style-type: none"> • Name plate, label, or list • Words/ labels in room • Alphabet chart • Word wall <p>Letter Formation Top-down formation of capital and lower case letters</p>	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Stretch sounds/listen to the sounds in a word • Tap a word out • Notice some spelling patterns • Use spaces between words <p>Phonological Awareness (Orally and aurally: Identify and produce rhymes, clap syllables, blend/segment onset/ rime and CVC words, segment compound words)</p>	<ul style="list-style-type: none"> • Introduce ending punctuation • Spacing • Capitalization <ul style="list-style-type: none"> ○ Names ○ First word of sentence 	<p>Parts of Speech</p> <ul style="list-style-type: none"> • Awareness that there are different kinds of words • Awareness of nouns and verbs <p>Usage</p> <ul style="list-style-type: none"> • Implicit and explicit noticing of subject/verb agreement (orally, through shared reading)
First	<p>Spelling Resources</p> <ul style="list-style-type: none"> • Words/labels in the room/world • Word wall • Personal word lists • Picture dictionaries • List of high frequency words • Word families/ spelling patterns • Alphabet chart • Blend/ onset charts <p>Letter Formation Top-down formation of capital and lower case letters</p>	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Reinforce spacing between words • Analogy: "Do I know a word that looks/ sounds like this word?" • Memorization of high frequency words: "Close your eyes; can you see this word?" • Stretching sounds/listen to the word in your mind or aloud • When stretching sounds, listen for both individual sounds and sound clusters (such as <i>-ing</i>) 	<ul style="list-style-type: none"> • Ending punctuation <ul style="list-style-type: none"> ○ Period ○ Question mark ○ Exclamation point • Introduce quotation marks • Capitalization <ul style="list-style-type: none"> ○ First word of sentence ○ Names ○ Days of week, ○ Months ○ Book titles ○ Abbreviated titles of respect 	<p>Parts of Speech</p> <ul style="list-style-type: none"> • Noun study • Verb Study <p>Usage</p> <ul style="list-style-type: none"> • Implicit and explicit noticing of subject/verb agreement (orally, through shared reading) • Introduce idea of tenses (past, present) • Identify in own reading, find in the world, etc.

Second	<p>Using Spelling Resources</p> <ul style="list-style-type: none"> • Word wall • Personal word list • List of high frequency words • Dictionary/spelling word list books • Word families/ spelling patterns • Blend/ onset chart 	<p>Spelling Strategies</p> <ul style="list-style-type: none"> • Analogy: "Do I know a word that looks/ sounds like this word?" • Memorization of high frequency words: "Close your eyes; can you see this word?" • Stretching sounds/listen to the word in your mind or aloud • When stretching sounds, listen for individual sounds, sound clusters (such as <i>-ing</i>) • Segment words into syllables, then stretch each syllable separately (for multi-syllabic words) • Write the word three times; which one looks best/ most familiar? 	<p>Reinforce ending punctuation and capital letter at beginning of sentence</p> <p>Other punctuation</p> <ul style="list-style-type: none"> • Quotation marks • Commas <ul style="list-style-type: none"> ○ In a list ○ In dates ○ Between city and state • Capitalization <ul style="list-style-type: none"> ○ Names ○ Days of the week ○ Months ○ Book titles ○ Abbreviated titles of respect ○ Proper nouns ○ Cities, states, countries 	<ul style="list-style-type: none"> • Noun/adjective relationship • Noun/verb relationship • Introduction to paragraphing/ chunking • Adverbs
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