### Possible Conventions Continuum K-2

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Spelling</th>
<th>Punctuation</th>
<th>Grammar</th>
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</table>
| **Spelling Resources** | • Name plate, label, or list  
• Words/labels in room  
• Alphabet chart  
• Word wall  
| **Spelling Strategies** | • Stretch sounds/listen to the sounds in a word  
• Tap a word out  
• Notice some spelling patterns  
• Use spaces between words  
| **Phonological Awareness** | (Orally and aurally: Identify and produce rhymes, clap syllables, blend/segment onset/ rime and CVC words, segment compound words)  
| **Letter Formation** | Top-down formation of capital and lower case letters  
| **Spelling Resources** | • 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  
| **Spelling Strategies** | • 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 –ing)  
| **Ending punctuation** | • Period  
• Question mark  
• Exclamation point  
| **Parts of Speech** | • Awareness that there are different kinds of words  
• Awareness of nouns and verbs  
| **Usage** | Implicit and explicit noticing of subject/verb agreement (orally, through shared reading)  
<p>| <strong>Noun study</strong> | • <strong>Grammar</strong> | • <strong>Parts of Speech</strong> | • <strong>Usage</strong> |</p>
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<th>Second</th>
<th><strong>Using Spelling Resources</strong></th>
<th><strong>Spelling Strategies</strong></th>
<th><strong>Reinforce ending punctuation and capital letter at beginning of sentence</strong></th>
<th><strong>Other punctuation</strong></th>
<th><strong>Capitalization</strong></th>
<th><strong>Noun/adj relationship</strong></th>
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<td>• Analogy: “Do I know a word that looks/ sounds like this word?”</td>
<td>• Memorization of high frequency words: “Close your eyes; can you see this word?”</td>
<td>• Quotation marks</td>
<td>• Names</td>
<td>• Noun/adj relationship</td>
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<td>• Personal word list</td>
<td>• Stretching sounds/listen to the word in your mind or aloud</td>
<td>• When stretching sounds, listen for individual sounds, sound clusters (such as –ing)</td>
<td>• Commas</td>
<td>• Days of the week</td>
<td>• Noun/verb relationship</td>
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<td>• List of high frequency words</td>
<td>• Segment words into syllables, then stretch each syllable separately (for multi-syllabic words)</td>
<td>• Write the word three times; which one looks best/ most familiar?</td>
<td>• Between city and state</td>
<td>• Abbreviated titles of respect</td>
<td>• Introduction to paragraphing/chunking</td>
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<td>• Dictionary/spelling word list books</td>
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