

Capitalization Continuum for District-Wide Conventions Plan K-5

K	1	2	3	4	5
Recognize difference between capitals and lower case. (I)					
Formation of upper case letters (T)	Formation of uppercase letters (M)				
Recognize lower case letters (I,T)	Formation of lower case letters (T,M)				
Capitalizing I, and first letter of name (I)	Capitalizing I and first letter of people's names (M)				
Capitalizing first word of sentence (I)	Capitalizing first word of sentence (T)	Capitalizing first word of sentence (M)			
		Month, day of week, places in the community (M)	Other proper nouns (T)	→ (M)	
		Book titles (I)	Book titles (M)	Bk titles-lc important words (T)	Bk titles-lc important words (M) Book subtitles (T,M)
			Proper v. common nouns (<i>Dad v. my dad</i>) (I)	Proper v. common nouns (T)	Proper v. common nouns (M)
			Abbreviations-Mr., Mrs., Dr., (I, T)	Abbreviations-Mr., Mrs., Dr., (M)	
			Simple salutations and closings (I, T)	Multi-word salutations and closings (Very truly yours) (M)	
		Geographic locations—north v. North Pole (I,T)	Geographic locations—north v. North Pole (I,T)	Geographic locations—north v. North Pole (M)	
		Recognize caps in dialogue (I)	Recognize caps in dialogue (I)	Using caps on first words in dialogue (T) Using lc on split dialogue "I'm working," he gasped, "as fast as I can." (I)	Writing split dialogue "I'm going out," she said, "but I'll be back." (T)

Syntax Continuum for District-Wide Conventions Plan K-5

K	1	2	3	4	5
Develop oral language; verbalize in a complete sentence. (I, T)	A sentence is a whole idea. (I)	Determine complete simple sentences by identifying noun and verb. (T) Recognize type of sentences: statement, question and exclamation. (I, T)	Write in complete sentences. (M) Recognize compound sentence (I)	Recognize complete sentences v. fragments (I, T) Use compound sentences with conjunctions (T) Recognize complex sentences (I)	Recognize run-on sentences (I, T) Recognize fragments as a literary device to be used with discretion (I) Use simple complex sentences (T)
		Recognize adjectives (I)	Using adjectives (T)	Using adjectives purposefully (M) Recognizing adverbs (I, T)	
A noun is a naming word. (I)		Identify nouns and pronouns (I)	Proper use of nouns and pronouns (T)	Noun/pronoun agreement (T)	
A verb is an action word. (I)		Identify and use action verbs (T) Recognize and use present and past tense (I, T)	Identify and use linking verbs (T) + future tense (T) Use agreement in subject/verb (I)	+ future tense (M) + future tense (T)	+ future tense (M)
				Use consistency in tense (T)	Using prepositions (I)

Punctuation Continuum for District-wide Conventions Plan K-5

K	1	2	3	4	5
<p>Recognition of ending punctuation (./?/!) (I)</p>	<p>Using ending punctuation (./?/!) (T)</p>	<p>Use quotation marks around actual spoken words (M)</p>	<p>Purposefully using quotation marks around actual spoken words (T)</p>	<p>Attributive phrase at the beginning or ending of dialogue (T)</p>	
<p>Awareness of word v. letter (I, T)</p> <p>Awareness of spacing between words (I, T)</p>	<p>Recognize ("/") talking marks (I)</p> <p>Distinguishes between words and letters (M)</p> <p>Uses spaces between words (M)</p>	<p>Use quotation marks around actual spoken words (I)</p>	<p>Punctuation within dialogue ("/" and attributive phrase at end (T)</p> <p>Recognize end of sentence punctuation within quotations (I)</p> <p>Recognition of quotations for change of speaker (I)</p> <p>Quotation marks around poems, songs (T, M)</p>	<p>Using end of sentence punctuation within quotations (T)</p> <p>Using split dialogue " " she said, " " (I)</p>	<p>(M)</p> <p>(M)</p> <p>Punctuate split dialogue. (T)</p>
		<p>Recognize paragraphs in F and N/F (I)</p>	<p>Paragraph indenting for new idea N/F (T)</p> <p>Paragraph indenting in narrative for change in time or setting (T)</p> <p>Paragraph indenting for speaker change in dialogue (T)</p>	<p>Quotation marks around magazine articles (T, M)</p> <p>Quotation marks around chapters in books and short stories (T, M)</p>	<p>(M)</p> <p>(M)</p> <p>(M)</p> <p>(M)</p>

<p>Apostrophe '/'</p>	<p>Recognize '/' in contraction (I) Acknowledge the presence of other punctuation marks in print (I)</p>	<p>Using '/' in contractions (I, T) Using '/' in singular possessives (I)</p>	<p>Writing contractions (M) Using '/' in singular possessives (T)</p>	<p>Using '/' in plural possessive (M) Using '/' in plural possessive (I)</p>	<p>Using '/' in plural possessive (T)</p>
<p>Comma ', '</p>	<p>Recognize ', ' in date: Month day, year (I) Month day, year (I) Use ', ' in date: Month day, year (T) Use ', ' in city, state (T, M) Use ', ' in letter format (I) Use ', ' in a series (I) Recognize ', ' as a fluency guide (I) Using ', ' after transition words: first, next, etc (I)</p>	<p>Use ', ' in date: Month day, year (T) Use ', ' in city, state (T, M) Use ', ' in letter format (I) Use ', ' in a series (I) Recognize ', ' as a fluency guide (I) Using ', ' after transition words: first, next, etc (I)</p>	<p>Using ', ' after transition words: first, next, etc (T) Using ', ' to separate parts of a compound sentence (I)</p>	<p>Using ', ' before a conjunction in a compound sentence (M) Using ', ' after introductory clauses (I, T) Using ', ' in direct address (I, T) Using ', ' in split dialogue (I) Using ', ' in closing attribution in a quotation (M)</p>	<p>Using ', ' in plural possessive (M) Using ', ' in plural possessive (I) Using ', ' in plural possessive (M) Using ', ' in plural possessive (M) Using ', ' before a conjunction in a compound sentence (M) Using ', ' after introductory clauses (M) Using ', ' in direct address (M) Using ', ' in split dialogue (T, M) Using ', ' in opening attribution in a quotation (T, M)</p>
<p>Colon ':'</p>	<p>Using ':/' in digital time (I)</p>	<p>Using ':/' in closing attribution in a quotation. (I, T) Using ':/' in a business salutation (I)</p>	<p>Using ':/' in closing attribution in a quotation. (I, T) Using ':/' in a business salutation (I)</p>	<p>Using ':/' in opening attribution in a quotation (M)</p>	<p>Using ':/' in opening attribution in a quotation (M)</p>

			Using /:/ to introduce a long list (I)			
Dash /-/		Use dash /-/ to break words into syllables at end of a line (I) Use /-/ to write two-part numbers in words from 21 to 99. (I, T)	Use /-/ to write fractions as words (I, T)	Use /-/ to connect "made-up" words (not-so-sweet taste) (I, T) Recognize /-/ as a fluency guide to give emphasis to comments, questions, interruptions. (I, T)		(M)
Ellipses /.../	Recognize /.../ as showing an unfinished or interrupted thought (I)				Using /.../ at the end of sentence with a period (T)	(T, M)
Parenthesis (/)	Recognizing (/) as adding extra information (I)		Recognize (/) in a pronunciation key for the reader (I, T)	Purposefully use to show the addition of extra information (T)		(M)
Semi-colon /;/				Use /;/ to join independent clauses in a compound sentence without a conjunction. (I)	Use /;/ in front of some conjunctions joining two simple sentences into one compound sentence. (I usually like pecan pie; however, today I don't want any.) (I)	(M)