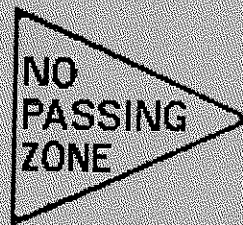
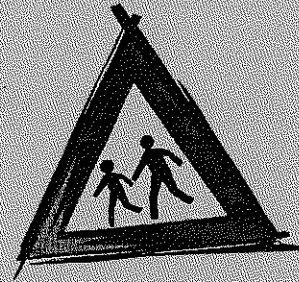


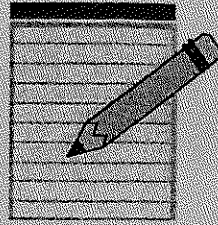
Conventions

- ♦ correct spelling
- ♦ correct/effective punctuation
- ♦ appropriate grammar/ usage
- ♦ correct capitalization
- ♦ designed to make reading easy



Conventions are the mechanical correctness of the piece—spelling, grammar and usage, paragraphing (indenting at the appropriate spots), use of captials, and punctuation. Writing that is strong in conventions has usually been proofread and edited with care. Handwriting and neatness are not part of this trait. The key is this: How much work would a copy editor need to do to prepare the piece for publication?

Northwest regional Educational Laboratory
Summer 2004



Conventions



Consider ALL the key components:

...spelling
...punctuation
...capitalization
...grammar and usage
...paragraphing (indenting)



Spelling is a hot spot - beware!



The text should look clean, edited, polished - not perfect



Conventions should be under control & enhance the readability



Conventional style guidelines change over time and may vary by topic and audience

Key Question:

How much editing would have to be done to be ready to share with an outside audience?

- ◆ A whole lot? Score in the "1-2" range
- ◆ A moderate amount? (*A little of this, a little of that...*) Score in the "3" range
- ◆ Very little - just a touch-up here or there? Score in the "4-5" range

Dear John,

I want a man who knows what love is all about
you are generous kind and thoughtful people who
are not like you admit to being useless and
inferior you have ruined me for other men I yearn
for you I have no feelings whatsoever when we're
apart I can be forever happy will you let me be
yours

Gloria

Dear John,

I want a man who knows what love is all about
you are generous kind and thoughtful people who
are not like you admit to being useless and
inferior you have ruined me for other men I yearn
for you I have no feelings whatsoever when we're
apart I can be forever happy will you let me be
yours

Gloria

What Jamie Saw

Carolyn Coman, 1995

When Jamie saw him throw the baby saw Van throw the little baby saw Van throw his little sister Nin when Jamie saw Van throw his baby sister Nin then they moved that very night or was it early morning some time of day or night that felt like it had no hour at all Jamie and his mother and Nin left the house where they'd been living with Van Van's house and they drove to Earl's apartment above Daggert's Sand 'n Gravel in Stark New Hampshire and from there they went on to the trailer.

Conventions

What Jamie Saw

Carolyn Coman, 1995

When Jamie saw him throw the baby, saw Van throw the little baby, saw Van throw his little sister Nin, when Jamie saw Van throw his baby sister Nin, then they moved. That very night--or was it early morning?--some time of day or night that felt like it had no hour at all, Jamie and his mother and Nin left the house where they'd been living with Van--Van's house--and they drove to Earl's apartment above Daggert's Sand 'n Gravel in Stark, New Hampshire, and from there they went on to the trailer.

CONVENTIONS

Any activity that allows students to practice . . .
identifying reasons for editing
understanding the difference between revision and editing
keeping editing in proportion - ideas come first
learning & using editing symbols
thinking like an editor
developing a proofreader's eye
letting students be their own editors

1. Error Hunt

Ask students to find errors in published works. This helps build a proofreader's eye, which every good editor needs. Besides, students love finding things that other people (who are supposed to know better) still overlook. It helps reinforce the idea that while we edit to make the text as flawless as possible, there are many different interpretations of what precision in editing looks like. And sometimes, even editors miss big glaring errors.

2. Publishing House

Let pairs or groups of students take turns having editing responsibility for published work from within the classroom. They will work with the author(s) in doing the final editing. Parent volunteers can be helpful in this process, too. Another possibility is to have older students work with younger students. Older students (even a year or two) can be a big help to younger writers as they learn to edit and polish their final copy. Be sure to let the computer be a part of this process. Publishing is much simpler with computers.

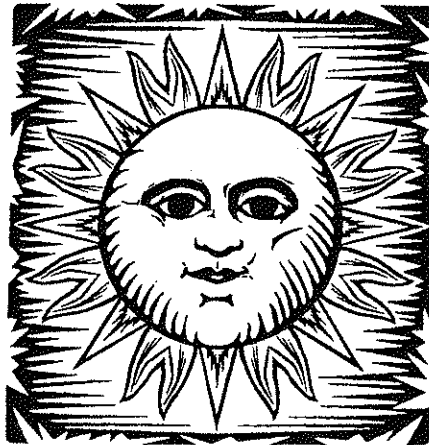


3. Changing One Verb

Write a sentence with one bland verb: e.g. Paul WALKED down the road. Let students play with changing this verb to alter the meaning of the sentence (staggered, stumbled, fled, raced, etc.). Now write more to develop the story and make it a game of it to see how many different active verbs can be used. The first person to fall in "passive verb land" is out. This works well for bringing home the power of verbs—it supports teaching word choice and fluency, too!

4. Software

Just because software is available for the computer doesn't mean it will help students understand how to use conventions well in their writing. Explore all the spell checker options, the thesaurus, the grammar checker, and other programs available on your system. Teach them how to use the features that help them the most and to ignore the others. Just for fun sometime, put in a paragraph of the science or social studies text and let the grammar checker do its thing. See if there are any surprises.



EDITOR'S MARKS

	Delete the material.	There are six six traits.
	Spell it out.	I LOVE the 6 traits. SP
	Close the gap.	Organi zatio n is critical.
	Delete material & close the gap.	Mem Fox x has a wary sense of humor.
	Return to the original.	Never ever ^{stet} send me a letter that lacks voice.
	Insert a letter, word, or phrase.	Mem Fox has voice . a powerful, original
	Change a letter or letters.	She's a slack writer.
	Make a space.	The lead must be [#] a grabber.
	Transpose letters or words.	Gary Paulsen says, "Read like a wolf eat s ."
	Insert a comma.	Write with voice, spirit, and detail and editorial precision.
	Add a period.	Write what you think .
	Insert a semicolon	Good conventions won't buoy up muddled ideas; Good conventions won't rescue voiceless clap trap.
	Insert a colon.	Use these marks of punctuation sparingly: parentheses, exclamation points and colons.



	Insert an em dash (like two hyphens).	Terry Kay what a fine writer.
	Add a question mark.	Who stole my scoring guide?
	Insert an apostrophe.	Garrison Keillor's essay on letter writing inspired me.
	Insert a hyphen.	Novelist/poet Maya Angelou can rock a room with her verbal rhythm.
	Change lower case to capital.	<u>R</u> oald dahl never shrinks from reality—even if it's ugly.
	Change capital to lower case.	The <u>T</u> ruth lies in the <u>D</u> etails.
	Start a new paragraph.	"What can one exclamation point tell us?" queried Watson. "You'd be surprised," retorted Sherlock.
	Run lines together. No new paragraph.	<u>Lonesome Dove</u> is a long book. No Of course, <u>Moby Dick</u> is long, too—but not everyone finishes <u>Moby Dick</u> .
	Add quotation marks.	I try to leave out the parts that people skip," said novelist-screenwriter Elmore Leonard.
	Italicize.	<u>Beach Music</u> left me breathless.
	Align.	My favorite books are these: <u>Lonesome Dove</u> <u>Crazy in Alabama</u> <u>Fried Green Tomatoes</u> <u>Beach Music</u>
	Center	The Origin of Six-Trait Assessment





Edit for punctuation & capitals

The earth has, lots of meaning, to me.

I like it, because it is where I live

there are beautiful things in the world

like trees flowers and rocks? But the

best things on the earth are my

relatives my relatives are very nice.

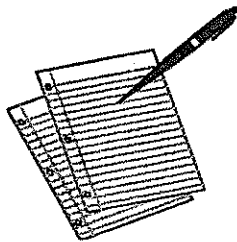
They will do anything for you and i

am glad they are here

(12 errors)

MR. ENTWHISTLE

Mr. Entwhistle was our substitute teacher he had big shoulders and a mean mouth he knew before he'd laid eyes on us that we were out to make trouble and he knew how to handle teenagers step on them hard right from the start and you'd have no discipline problems he'd show us who was boss the first time one of us stepped out of line looking back I can see that was how it started but at the time I had not gotten around to noticing him except to see that he was young that's a nice change I thought and went back to attempting to show Sandra Mayhew where she'd fouled up in the math homework Mr. Entwhistle had started writing our names in on a seating plan he knew all the tricks he wasn't going to put up with desk jumpers what's your name he asked sharply



Directions: Put in ALL necessary punctuation and show where paragraphs should begin.



NW

Regional Educational Laboratory

Assessment

A Reason to Love

Submitted by NWREL Staff

Traits: Conventions

Grade Level: Middle School (6-8), High School (9-12)

Time: 15 minutes

Supplies:

- Writing materials

Lesson Description:

A reason to love _____. (To be used as culminating activity after focusing on a particular punctuation mark, part of speech, etc.)

1. To allow students to show their understanding and thoughts and feelings about a specific language convention, have them use the following sentence starter format:

- A reason to love _____.
- A reason to hate _____.
- Three ways to correctly use _____.
- An example of _____ abuse is _____.
- A _____ is like a _____.

Example: Convention—commas

- Commas can save your life while reading, because they give you a chance to breathe.
- The only reason to hate commas is because I never know when and where to put them.
- August 25, 1997
- I love apples, oranges, and grape popsicles.
- My sister, Laurie, is a real pain in the neck.
- I, speed walked down, the aisle, with my candlestick.
- A comma is like an oasis, because it gives me a place to rest before going on.

13.

The Democratic Order:

Such Things in Twenty Years I Understood

by Alice Walker, *Once: Poems*

My father

(back blistered)

beat me

because I

could not

stop crying.

He's had

enough 'fuss'

he said

for one

damn

voting day.

6+1 Traits of Writing

Suggested steps on how to introduce and teach the individual traits.

By Jim Blasingame

1. Start class with a warm up that introduces the concept.

Think of this as an anticipatory set, an attention grabber that engages the students without even telling them yet the trait or trait focus.

2. Illustrate it through interesting literature or other age-appropriate written product.

3. Do hands-on activities to help students understand what it is and how to improve it in their own writing.

This is guided practice: an exercise that specifically breaks the trait down into its components and shows them how to manipulate these components.

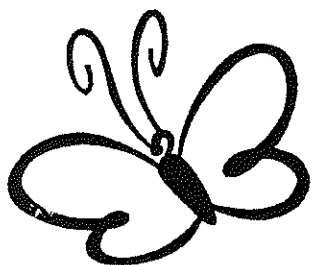
4. Guide them through the analysis of anonymous sample papers.

5. Follow with a writing assignment that facilitates that trait.

6. Use the 6-trait rubric to provide useful feedback.

7. Guide students through revising their papers based on that feedback.

8. Use a pre-identified rubric to assign a grade to the paper.



Comments to share with students when
they are using conventions well.

- Very cleanly written. Good job.
- Your punctuation supports the voice of the piece.
- Great use of conventions for added effect.
- I had to look hard for any mistakes.
- You're an editor!
- Just an occasional "oops" here and there. Good work.
- Nice control over grammar and usage.
- Dialogue is hard to punctuate and capitalize. Good work.
- Nice work with apostrophes. They can be tricky.

A Working Guide to Core Level Conventions

	Spelling	Capitalization	Punctuation	Grammar/Usage	Paragraphing
Kindergarten	Notifies and discusses letter/sound correspondence.	Begins to use both upper and lower case letters, notices and discusses the difference.	Notifies and discusses punctuation.	Notifies and discusses correct grammar in literature environment (e.g., complete sentence, subject-verb agreement).	
Grade 1	<ul style="list-style-type: none"> Spells grade level words correctly in final draft. Experiments with expanded vocabulary words. 	Begins to capitalize name, first word of a sentence, pronoun I, and people's names. Uses both upper and lower case letters, notices and discusses the difference.	Begins to use correct end marks: periods and question marks.	Begins to identify complete sentences. Begins to use sentences with subject-verb agreement.	
Grade 2			Begins to use commas in dates, uses correct end marks: periods, exclamation, and question marks.	Identifies complete sentences. Identifies adjectives and adverbs in a sentence.	Recognizes paragraphs.
Grade 3		Capitalizes holidays, titles, greeting and closing of letters, personal titles.	<ul style="list-style-type: none"> Uses commas for day, month, and year, greetings and closing of letters, cities and states. Begins to use apostrophes correctly in contractions, and singular possessives. Begins to use a period at the end of abbreviations 	Writes complete sentences.	Begins to indicate paragraphs.
Grade 4	<ul style="list-style-type: none"> Spells grade-level words correctly in final draft. Mostly correct on expanded vocabulary words. 	Uses capitalization correctly in final draft.	<ul style="list-style-type: none"> Uses commas for words in a series, quotation marks and complex sentences Uses apostrophes correctly in contractions and singular possessives. Knows and applies the rules for simple quotation marks. 	Writes a complete sentence using irregular plurals of nouns. Begins to use the correct verb tense including past, present, future.	Consistently indicates paragraphs.



	Spelling	Capitalization	Punctuation	Grammar/Usage	Paragraphing
Grade 5			<ul style="list-style-type: none"> • Uses commas correctly in separating dependent clauses and after introductory words. • Uses quotation marks correctly. 	Begins to write a complete sentence using appropriate forms of irregular verbs. Begins to use adjectives correctly.	
Grade 6		Uses capitalization correctly in outlines.	<ul style="list-style-type: none"> • Begins to punctuate compound sentences. • Uses apostrophes correctly in plural possessives. • Begins to use more complex punctuation; semicolons, dashes, colons, hyphens, parentheses, underlining. 	<ul style="list-style-type: none"> • Writes a complete sentence using appropriate forms of irregular verbs. • Correctly uses adjectives in sentences. 	
Grade 7	Spells correctly in final draft except for stylistic effect.	Uses capitalization correctly.	Punctuates compound and compound-complex sentences.	<ul style="list-style-type: none"> • Correctly uses adjectives and adverbs in sentences. • Combines sentences by using a coordinate conjunction. • Uses effective transitions in writing including pronoun referents. 	Begins to use correct paragraphing stanza, divisions and other textual markers.
Grade 8				Combines sentences using subordinate conjunctions.	
Grades 9-12		Manipulates capitalization for emphasis and stylistic effect.	<ul style="list-style-type: none"> • Begins to manipulate punctuation for emphasis and stylistic effect. • Manipulates punctuation for emphasis and stylistic effect. 	<ul style="list-style-type: none"> • Uses extensive variety of sentences. • Eliminates or manipulates sentence fragments for emphasis and stylistic effect. • Manipulates sentences with varied structures and cadences for effect. 	<ul style="list-style-type: none"> • Uses correct paragraphing stanza, divisions and other textual markers to enhance meaning. • Uses paragraphing and stanza division to reinforce text's organizational structure.

Adapted from: Nooksack Valley Public Schools, Nooksack, Washington, Sandy Austin, Curriculum Director



500 High Frequency Words

First 100 Words

the	of	and	a	to	in	is
you	that	it	be	for	was	on
are	as	with	his	they	at	be
this	from	I	have	or	by	one
had	not	but	what	all	where	when
we	there	can	an	your	their	said
if	do	will	each	about	how	up
out	them	then	she	many	some	so
these	would	other	into	has	more	her
two	like	him	see	time	could	no
make	than	first	been	its	who	now
people	my	made	over	did	down	only
way	find	use	may	after	long	little
very	after	words	called	just	where	most
know	which					

Second 100 Words

get	through	back	much	go	good	new
write	our	me	man	too	any	day
same	right	look	think	also	around	another
came	come	work	three	must	because	does
part	even	place	well	such	here	take
why	help	put	different	away	again	off
went	old	number	great	tell	men	say
small	every	found	still	between	name	should
home	big	give	air	line	set	own
under	read	last	never	us	left	end
along	while	might	next	sound	below	saw
something	thought	both	few	those	always	show
large	often	together	asked	house	don't	world
going	want	school	important	until	form	food
keep	children					

Third 100 Words

feet	land	side	without	boy	once	animals
life	enough	took	four	head	above	kind
began	almost	live	page	got	earth	need
far	hand	high	year	mother	light	country
father	let	night	picture	being	study	second
soon	story	since	white	ever	paper	hard

near	sentence	better	best	across	during	today
however	sure	knew	it's	try	told	young
run	thing	whole	hear	example	heard	several
change	answer	room	sea	against	top	turned
learn	point	city	play	toward	five	himself
usually	money	seen	didn't	car	morning	I'm
body	upon	family	later	turn	move	face
door	cut	done	group	true	half	red
fish	plants					

Fourth 100 Words

living	black	eat	short	United States	run	book
gave	order	open	ground	cold	really	table
remember	tree	course	front	American	space	inside
ago	sad	early	I'll	learned	brought	close
nothing	though	idea	before	lived	became	add
become	grow	draw	yet	less	wind	behind
cannot	letter	among	able	dog	shown	mean
English	rest	perhaps	certain	six	feel	fire
ready	green	yes	built	special	ran	full
town	complete	oh	person	hot	anything	hold
state	list	stood	hundred	ten	fast	felt
kept	notice	can't	strong	voice	probably	area
horse	matter	stand	box	start	that's	class
piece	surface	river	common	stop	am	talk
whether	fine					

Fifth 100 Words

round	dark	past	ball	girl	road	blue
instead	either	held	already	warm	gone	finally
summer	understand	moon	animal	mind	outside	power
problem	longer	winter	deep	heavy	carefully	follow
beautiful	everyone	leave	everything	game	system	bring
watch	shall	dry	within	floor	ice	ship
themselves	begin	fact	third	quite	carry	distance
although	sat	possible	heart	real	simple	snow
rain	suddenly	leaves	easy	lay	size	wild
weather	miss	pattern	sky	waked	main	someone
center	field	stay	itself	boat	question	wide
least	tiny	hour	happened	foot	care	low
else	gold	build	glass	rock	tall	alone
bottom	walk	check	fall	poor	map	friend
language	job					

Conventions

Ruth recommends.....

1. Assess to see what kids know
2. Teach skills that are developmentally appropriate
3. Time for practice, experimentation, & application
4. Accountability in future writings

Conventions

Ruth recommends.....

Walk by

students have
control:

Stop & Go

students 1/2
there:

Stop & Stay

students
needing a lot

Use sticky

notes with

helpful

comments

Provide

comments as

you scan the

paper

Prioritize,

coach,

teach, follow

up

Good, Everyday Practices for teaching Conventions

- 1. Wait! to edit until draft finished**
- 2. Set Aside Editing Time - assign
grade level appropriate tasks**
- 3. Ask Why - question and coach**

Good, Everyday Practices for teaching Conventions

- 4. Model - elicit student help**
- 5. Keep writing tools handy -
dictionaries, spelling lists, etc.**
- 6. Get 'em one by one - check for
one kind of error at a time.**

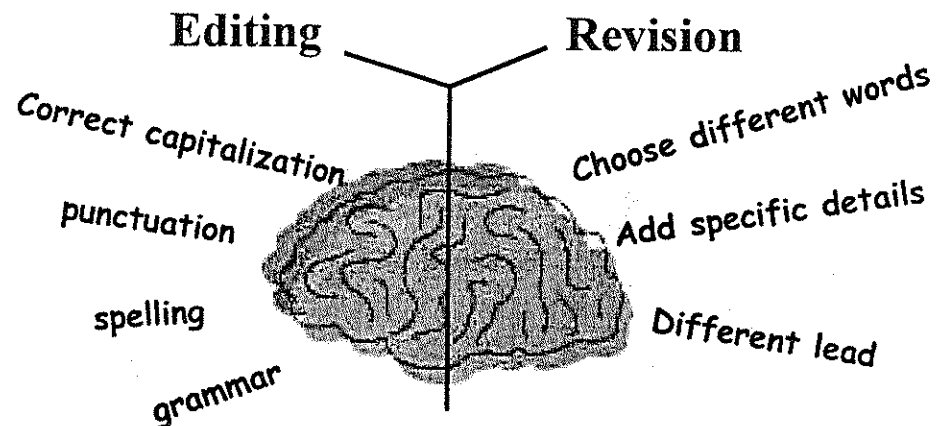
The teaching of conventions seems to work best when...

- ✍ Students are responsible for their own editing
- ✍ Editing mini lessons come from student work
- ✍ Editing practice is frequent and short
- ✍ Students are responsible for dealing with one kind or a few kinds of errors at a time
- ✍ Student editors use real copy editor's symbols to make their corrections

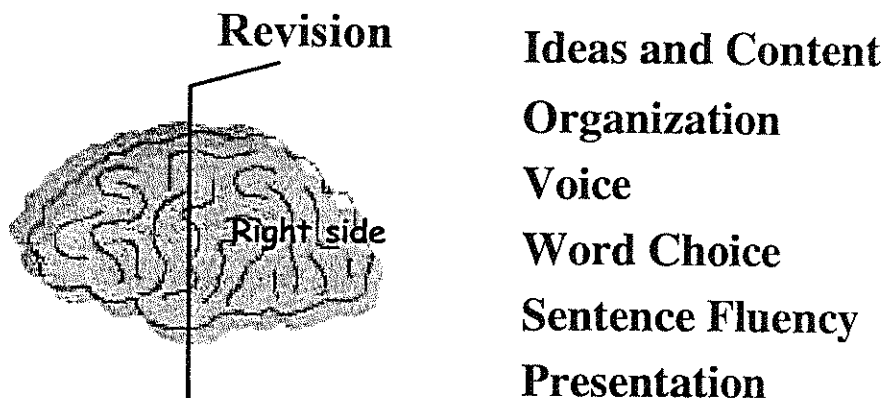
The teaching of conventions seems to work best when...

- ✍ Students can practice first on text that is not their own
- ✍ Students write on topics that are significant to them personally, so that real motivation to edit is there
- ✍ Practice lessons are written in large, easy-to-read print and double-spaced so there is plenty of room to make corrections

Editing vs Revision...

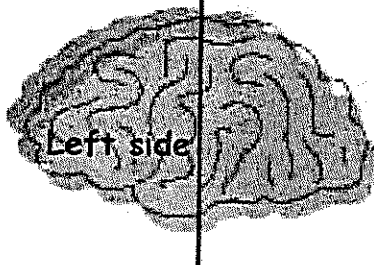


Revision vs Editing...



Editing vs Revision...

Editing



Conventions



In my house we clean old time in my mother do her things in my father go on her work in my brother in her school my sisters in me too. After that my brother me my sisters toon in my father with my mother then my brother take to my mother Im so hungry. Then my mother go in the kitchen in she do a sanwich. After that my friends in her father in mother come then my mother do mor sanwich for my friends in her father in mother. After that we eatting a popcorn in see TV with my friends in her father in mother than my father laugh that was so funny. Then we go to the park me my sisters in my friends play a game my brother play basketball with my father in my aunt too my mother with her mother of my friends then we go to the rastaurant to eat with my friends in her father in mother. After that we go to my home in my friends go on her house with her father in mother. Then Im go to sleep then it was morning. The Im go to school in I see my friends her name is Nidya that was fun on that day in I was so happy. Because my friends come tht's the story with my friends.

Grade 5

My Youth Convinced Me

My youth convinced my conscience that society was the demonic creature which fed upon the freedom and imagination of the individual. Caged like a laboratory rat, I was determined to escape from the descent of the menacing, dark hand of civilization which sent a growing shadow across my thought. Consequences no longer affected my decisions as I felt my body and mind melt into a form comparable to that of the starved madness of a lone, distrusted wolf.

The candle ultimately destroyed the fire which had been tearing at its waxy flesh. The melted tower sighed as I experienced the birth of a new darkness. I kneeled next to my window which was holding off the loud offensive of that night's rain. Twisted scenes of hideous, soulless creatures on the backs of fleshless horses flooded my mind. My senses were engulfed in their heavy breath and malodorous vapors. The somber window which sat in front of me had become a movie screen. My sweating eyes closed suddenly as if fleeing in despair from the horrible trickery which my mind was conjuring upon their surfaces. The sticky sweat and tears of those galloping creatures collided with my reddened face. My garments grew heavy as I began to sink into their pain.

My eyes reopened and reality grew closer with each drop of rain that tickled my cheeks. The yard, the house, the barren tree were all there. I had apparently opened my window and wandered like a blind man onto the edge of a forrest which bordered my drenched yard. The emensce trees stood together, a black barrier of a foreign land. I penetrated their furry outstretched arms and entered a dark and ominous world. The rain no longer bombarded my face with a ferocious vigor but gently crept onto the fabrics of my clothes and the strands of my hair. I stumbled forward, changing my path only for those stubborn trees who refused to move at my command. My physical senses grew tired and left my conscience with a deafening shriek. I fell onto my aching back and laughed at the omnipotence of the towering beasts which surrounded me.

Lying motionless with my eyes keenly observing, I discovered that the tree branches over me came together to form a crusifix. I realized then that the crusifix had been there for ages. It was hidden for those who happened to stray upon its magnificent image. The strange smile which had formed upon my face was testament to my content. I understood the beauty of the sky, the glowing moon, and the owl who sang a cry of loneliness. I rested my eyes and listened to the trees drip like hung out laundry.



SAMPLE PAPERS FOR PRACTICE SCORING

PAPER 12. "SOME CARTOONS ARE VIOLENT!"

Grade 3, Persuasive

Some cartoons are violent. And sometimes ther not! Some ar just funny like Tinny Tunes but some aren't. Take loony Tunes wich is violent but ther not all violent. They could be both. I wach cartoons a lot and some are violent. Thers boms that get thrown down in som cartoons. and blows them up. But me I like cartoons some of the time. never will I stop waching but well more are violent than the loony toons. but if I were to mak a cartoon myself I would have well mabe just I maine violent thing and then just keep the rest runny OK?

Runaway Ralph

The object that means the most to me is a book called Runaway Ralph. I picked this object because it's a very neat book and I read it a lot. I also really liked it.

I think it's a really neat book because I think it's a whole lot of fun to read. It has a real nice and colorful cover that really appeals to me. Runaway Ralph is all about a little mouse and his motorcycle that runaway together. Since this book has a mouse in it, and I really like mice, especially little white ones. I thought it was a really great book. The book was also good because of the number of pages. It wasn't too long and it wasn't too short of a book.

I read this really great book a lot because it's not only exciting but interesting. Runaway Ralph was the first book that I ever read, liked, and not only exciting but interesting too. This book is all the things listed above and more, like fun to read I thought with all the excitement and interesting parts in the book that it was fun to read. It was also a very good book. With all that stuff going on it's hard to say that it's a bad book. Therefore, in general, it's a very good book. I also read it a lot because I got it for my 8th birthday.

I really liked it too. It's the best book I have ever read. The book was not too hard to read yet it wasn't too easy to read either. Reading this book really improves my reading skills.

In conclusion I think this publication is a very good learning book it's also a very fun book to read.

Grade 8

Conventions

The first editor of any piece is always the writer . . .

—Nancie Atwell
In the Middle

EDITING. Conventions are the rules of language ~~ *Spelling, Punctuation, Grammar/Usage, Paragraphing, and Capitalization* ~~ that make your text correct and easy for others to read. When you follow the rules, readers don't need to waste energy mentally editing; they can pay attention to your clever ideas, creative organization, unique voice, vibrant word choice, and lyrical fluency.

Conventions are different from the first five traits (Ideas, Organization, Voice, Word Choice, and Sentence Fluency) because to improve those traits you have been learning how to revise—how to *rethink* and *re-see* your work. **Editing is *fixing* ~~ making sure the text is as error-free as possible.** The purpose is to make your paper readable to someone else. Sometimes mistakes in conventions get in the way and keep the reader from understanding your message. They also irritate some readers—something no writer sets out to do deliberately!

Editing is easy. All you have to do is cross out the wrong words.

—Mark Twain

Develop a proofreader's eye. Check everything. Then check it again. It's often hard to spot your own mistakes. Try reading aloud; it makes you slow down. You may also find it helpful to have someone else look at your work. Editing is a skill in itself—quite a bit different from writing. To be a good editor you must practice. Teach yourself to read slowly, and with care. Be honest; dare to see what is.

One of the hardest tasks of the writer is to read what is on the page, not what the writer hoped would be on the page.

—Donald Murray

