

GRADE-LEVEL Conventions and THE purposes THEY SERVE

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When students apply conventions intentionally, for a specific purpose, then they are *crafting* their sentences. They craft or compose their sentences to achieve a particular purpose and send an intended message. Conventions are not about correcting— but creating— meaningful writing.

HOW TO USE THIS RESOURCE—

Within the pages of this booklet are the specific convention skills expected at every grade level. They are noted in the far left column of each page. These are based on the Common Core *and* Indiana Academic Standards. In the occasional instance that a skill is mentioned in only one of the two resources, it *is* included within the grade level listing of this booklet.

The middle column of each page suggests a common function these conventions serve in writing. On the back cover is a list of 10 common reasons or purposes that a writer would choose a particular convention. More than a definition or complex rule, explain to students why a writer would want to apply this skill within his writing. Demonstrate how it supports, changes, strengthens, or shapes the meaning of the sentence.

The third column on each page includes simple examples of the skills.

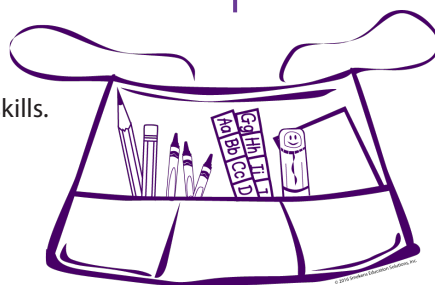


GRADE-LEVEL SKILLS LISTED—

Each convention is listed in this resource within the *first* grade level it is noted in the standards. When/if the skill serves a different function, then it is listed within additional grade-levels.

Consequently, there are more skills within the elementary grade-level lists. As always, teachers need to look *across* the grade levels, and *not* narrowly read only their grade lists, to identify what writers need next.

Occasionally there is a skill printed in a lighter gray font. That indicates a related skill but one not stated specifically within the academic standards.



KINDERGARTEN CONVENTIONS

CONVENTION	THE PURPOSE & FUNCTION OF THE CONVENTION	SAMPLES & EXAMPLES
NOUNS		
Simple singular nouns	TO STATE: Conveys that a writer's basic message is about one thing.	dog, sister, pencil, swing
Simple plural nouns	TO STATE: Conveys that a writer's basic message is about two or more things.	dogs, sisters, pencils, swings
VERBS		
Simple verbs	TO STATE: Conveys a writer's basic message.	Dogs run. I am six.
PREPOSITIONS		
Simple prepositions	TO SPECIFY: Identifies a particular detail or a certain condition within the sentence.	to, from, in, out, on, off, for, of, by, with
SENTENCES		
Subject-verb sentences	TO STATE: Explains a writer's basic message.	Kids eat. Dogs bark.
Simple declarative sentences	TO STATE: Explains a writer's basic message.	I love my parents.
Simple interrogative sentences	TO STATE: Conveys a writer is seeking information or answers.	Do you love me?
Simple exclamatory sentences	TO STATE: Conveys a writer's strong feeling.	I love you so much!
CAPITALIZATION		
First word in a sentence	TO EMPHASIZE: Points out a new idea is beginning.	My friends are coming to my party.
I (first-person pronoun)	TO EMPHASIZE: Points out the importance or stresses the value of someone.	On Friday I am having a sleepover.
END PUNCTUATION		
Periods in simple declarative sentences	TO STATE: Explains a writer's basic message.	I love my parents.
Question marks in simple interrogative sentences	TO SHAPE: Affects how the sentence sounds at the end— reader's voice goes up.	Do you love me?
Exclamation marks in simple exclamatory sentences	TO SHAPE: Affects how the sentence sounds at the end— reader's voice gets louder.	I love you so much!
PRESENTATION		
Spacing between words	TO HONOR: Shows that the writer values the reader.	lloveyousomuch! I love you so much!
Spacing of whole page	TO HONOR: Shows that the writer values the reader.	SAMPLE NOT AVAILABLE

GRADE 1 CONVENTIONS

CONVENTION	THE PURPOSE & FUNCTION OF THE CONVENTION	SAMPLES & EXAMPLES	
NOUNS & PRONOUNS			
Common nouns	TO STATE: Conveys that the basic message is about a general/ordinary thing.	my teacher, the bag, a school	
Proper nouns	TO SPECIFY: Identifies a particular detail or name.	Mrs. Smith, Nike bag, Elmwood Elementary	
Personal pronouns	TO SIMPLIFY: Conveys the information more quickly.	I, me, my, she, her, he, him, it, they, we, us	
Noun-pronoun order	TO HONOR: Shows that the writer values others over himself.	Mom and I baked cookies. Mom baked cookies for Ted and me.	
Indefinite pronouns	TO SPECIFY: Identifies a certain condition— the message is all-inclusive.	anyone, everything, each, nobody, one	
Accurate demonstrative determiners	TO SIMPLIFY: Conveys the information more quickly.	this, that (singular forms) these, those (plural forms)	
Apostrophes with singular possessive nouns	TO SPECIFY: Identifies a particular detail— someone owns something.	Mark's bag, Brooke's hat, the bike's wheel	
Possessive pronouns	TO SIMPLIFY: Conveys the information more quickly.	his bag v. Bart's bag its wheel v. the pickup truck's wheel	
Noun-pronoun combination	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	the bag, the Nike bag, it, this/that	
VERBS			
Singular subject-verb agreement	TO STATE: Conveys the message is about one or more than one thing.	Samantha runs. The frog hops.	
Plural subject-verb agreement		Kids run. Frogs hop.	
Accurate verb tenses	TO STATE: Conveys when the idea happened or will happen.		
		Present tense Happening now.	Today I <u>walk</u> home.
		Past tense Happened previously.	Yesterday I <u>walked</u> home.
		Future tense Actions to happen in the future.	Tomorrow I <u>will walk</u> home.
ADJECTIVES & ARTICLES			
Articles	TO SPECIFY: Identifies a specific detail or condition within the sentence.	I want <u>a</u> banana. I want <u>an</u> apple. I want <u>the</u> orange.	
Simple adjectives	TO DESCRIBE: Helps the reader visualize exactly what the writer intended.	the <u>three</u> kids, the <u>wet</u> grass, a <u>brown</u> dog	
CONJUNCTIONS			
Simple conjunctions	TO CONNECT: Combines or joins ideas to show that they are related.	and, but, or, so, because	
SENTENCES			
Simple imperative sentences	TO STATE: Conveys a bossy message or meaning.	Shut the window!	
Compound predicates	TO CONNECT: Combines or joins ideas to show that they are related.	I went to lunch. I ate pizza. I went to lunch and ate pizza.	
Compound sentences	TO CONNECT: Combines or joins ideas to show that they are related.	I went to lunch. I ate pizza. I went to lunch, and I ate pizza.	
CAPITALIZATION			
Date	TO EMPHASIZE: Points out the importance or stresses the value of something.	I have a game on March 11, 2017.	
Person's name	TO EMPHASIZE: Points out the importance or stresses the value of someone.	My coach is Tom Smith.	
All-caps for feeling words (Interjections)	TO SHAPE: Affects how the sentence sounds— reader's voice gets loud.	WOW! BOOM! OUCH! STOP! YES! NO!	
END PUNCTUATION			
Exclamation marks in simple imperative sentences	TO SHAPE: Affects how the sentence sounds at the end— reader's voice gets loud.	Look at my new puppy!	
INNER-SENTENCE PUNCTUATION			
Comma in dates	TO CONNECT: Combines or joins ideas to show that they are related.	We went to the zoo on May 6, 2016.	
Comma in a series (serial comma)	TO CONNECT: Groups ideas to show that they are related.	We saw polar bears, penguins, and parrots.	
Comma (& conjunction) in a compound sentence	TO CONNECT: Combines or joins ideas to show that they are related.	I fed the goats, and I petted them.	
PRESENTATION			
Consistent margins	TO HONOR: Shows that the writer values the reader.	SAMPLE NOT AVAILABLE	

GRADE 2 CONVENTIONS

CONVENTION

THE PURPOSE & FUNCTION OF THE CONVENTION

SAMPLES & EXAMPLES

NOUNS & PRONOUNS

Collective nouns	TO SIMPLIFY: Identifies grouped items quickly.	group, class, flock
Irregular plural nouns	TO STATE: Explains that the basic message includes two or more things.	feet, children, teeth, mice, fish
Reflexive pronouns	TO CONNECT: Joins the object of the sentence with the subject.	The boy kicked <u>himself</u> . You should address the letter <u>yourself</u> .

VERBS

Action verbs	TO STATE: Explains the action in the sentence.	My mom baked a cake.
Linking verbs	TO CONNECT: Joins two ideas to show that they are related using <i>is, are, was, were</i> .	A pony is a baby horse. The clowns were funny.
Past tense of irregular verbs	TO STATE: Conveys when the idea happened.	sit/sat, hide/hid, tell/told
Apostrophes to form contractions	TO SHAPE: Affects the tone of the sentence, making it more casual or friendly.	cannot = can't I would = I'd

ADVERBS

Simple adverbs	TO DESCRIBE: Helps the reader to visualize exactly what the writer intended.	I ran well.
	Add a when detail to the verb.	I ran early. I ran today.
	Add a where detail to the verb.	I ran here. I ran away.
	Add a how detail to the verb.	I ran well. I ran fast. I ran terribly.
	Add a how-much/how-often detail to the verb.	I ran frequently. I ran consistently.

SENTENCES

Simple sentences expanded into compound sentences	TO CONNECT: Joins two ideas to show that they are related.	I love pizza. I love pizza, and we have pizza every Friday.
Compound sentences rearranged	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	I love pizza, and we have pizza every Friday. We have pizza every Friday, and I love pizza.

CAPITALIZATION

Places (cities, states, restaurants, stores)	TO EMPHASIZE: Points out the importance or stresses the value of something.	There is a Walmart in Fort Wayne, Indiana.
Days of the week		We bought groceries at Walmart on Saturday.
Months		Walmart is very busy in December.
Holidays		Walmart is very busy right before Christmas.
Products		You can buy Kraft cheese at Walmart.
Letter greetings	TO EMPHASIZE: Points out the importance or stresses the value of someone.	Dear Walmart Shoppers,
Titles and initials in names		Sam M. Walton created Walmart.

PRESENTATION

Position of friendly-letter components	TO HONOR: Shows that the writer values the reader.	SAMPLE NOT AVAILABLE
Comma after a letter greeting	TO EMPHASIZE: Points out the importance or stresses the value of someone.	Dear Grandma, Dear Principal Stevens,
Comma after a letter closing	TO EMPHASIZE: Stresses the writer's feelings toward the reader.	Your friend, Thank you, Sincerely, Good-bye,

GRADE 3 CONVENTIONS

CONVENTION

THE PURPOSE & FUNCTION OF THE CONVENTION

SAMPLES & EXAMPLES

NOUNS & PRONOUNS

Abstract nouns	TO SIMPLIFY: Conveys a concept or idea more quickly.	hope, thought, childhood
Noun-pronoun order	TO SPECIFY: Identifies a particular noun that is nearby <i>to avoid confusion</i> .	WEAK: It is easy. Math is my best subject. STRONG: Math is easy. It is my best subject. WEAK: The teachers told the <u>students</u> that <u>they</u> had a meeting. STRONG: The students learned from the <u>teachers</u> that <u>they</u> had a meeting.
Singular nouns (antecedents) match singular pronouns	TO STATE: Explains that the basic message includes one thing.	The teacher saw Mary and called on her.
Plural nouns (antecedents) match plural pronouns	TO STATE: Explains that the basic message includes two or more things.	Peter saw two cats and chased them.
Apostrophes with singular & plural possessive nouns	TO SPECIFY: Identifies specifically who/what owns something.	The child's cat ran away. The kids' cats ran away. The cat's owner is sad.

ADJECTIVES & ADVERBS

Commas separate coordinating adjectives	TO DESCRIBE: Helps the reader to visualize exactly what the writer intended.	a red bicycle a new, red bicycle a big, new, red bicycle
Comparative adjectives	TO CONNECT: Joins ideas to show how they are related.	My bike is <u>bigger</u> than Morgan's bike.
Superlative adjectives		Conner's bike is the <u>biggest</u> .
Comparative adverbs		Samantha rides <u>faster</u> than me.
Superlative adverbs		Tiana is the <u>fastest</u> bike rider.

CONJUNCTIONS

Coordinating conjunctions	TO CONNECT: Joins two related sentences to show how they are related using <i>for, and, nor, but, or, yet, so (FANBOYS)</i> .	I like school, but I'm ready for summer vacation. I'm ready for summer vacation, but I like school.
Subordinating conjunctions	TO CONNECT: Joins related ideas to show which is most important.	You may go to the library since you asked nicely. Since you asked nicely, you may go to the library.

SENTENCES

Complex sentences	TO ELABORATE: Expands the basic sentence by adding more information within a dependent clause.	I am going to a party. After school today, I am going to a party.
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CAPITALIZATION

Historical periods	TO EMPHASIZE: Points out the importance or stresses the value of something.	They studied the Industrial Revolution in class.
Company/Brand names		She only drinks Pepsi products.
Special events		She is going to the Olympics.
Appropriate words in titles		I remember singing "Mary Had a Little Lamb."

INNER-SENTENCE PUNCTUATION

Comma with coordinating conjunction	TO CONNECT: Joins ideas to show how they are related.	I like school, but I'm ready for summer vacation. I'm ready for summer vacation, but I like school.
Comma with subordinating conjunctions at sentence beginnings	TO SPECIFY: Identifies a particular detail or certain condition within the sentence.	You may go to the library since you asked nicely. Since you asked nicely, you may go to the library.
Commas between city and state	TO CONNECT: Joins ideas to show that they are related.	Indianapolis, Indiana; Chicago, Illinois
Commas and quotation marks in dialogue/direct speech	TO ELABORATE: Expands the basic sentence, adding precisely who said what.	"Get ready for lunch," said the teacher.

GRADE 4 CONVENTIONS

CONVENTION	THE PURPOSE & FUNCTION OF THE CONVENTION	SAMPLES & EXAMPLES
NOUNS & PRONOUNS		
Relative pronouns	TO ELABORATE: Adds more information about a noun previously mentioned in the sentence.	The man <u>whom</u> I met yesterday is a nice person. It is the mixing <u>that</u> makes the cake moist. The boy <u>who</u> is laughing is my friend. It is the boy <u>whose</u> father is a doctor. The car <u>which</u> I like is red.
VERBS		
Progressive verb tenses	TO STATE: Conveys when the idea happened.	I was walking; I am walking; I will be walking.
Consistent verb tense	TO STATE: Conveys when the idea happened <i>and avoids confusion</i> .	I went to the store and buy bought ice cream.
ADJECTIVES & ADVERBS		
Relative adverbs	TO ELABORATE: Expands the basic sentence to add time to the action.	I went to the doctor <u>when</u> I got sick.
	TO ELABORATE: Expands the basic sentence to add location to the action.	I went to the doctor <u>where</u> the restaurant used to be.
	TO ELABORATE: Expands the basic sentence to add a reason for the action.	I went to the doctor to find out <u>why</u> I couldn't sleep.
Adjectives listed in conventional patterns	TO SHAPE: Creates a smooth-sounding sentence.	(STRONG) a small red bag (WEAK) a red small bag
Modal auxiliaries	TO SPECIFY: Identifies a certain condition to the verb or action.	can, may, must
PREPOSITIONS		
Prepositional phrases	TO ELABORATE: Expands the basic sentence by adding more information about <u>where</u> something is positioned in space or <u>when</u> something is positioned in time.	beyond, toward, during
SENTENCES		
Complete sentences (avoids fragments & run-ons)	TO HONOR: Shows that the writer values the reader by making meaning clear.	I like to eat pizza. I pizza. I like to eat pizza and I do a lot and it is delicious.
Simple, compound, & complex sentence combination	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	Bob woke up. He ate breakfast, and he went to school. After school was over, Bob went home.
Declarative, interrogative, imperative, & exclamatory sentence combination	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	The team lost the game. What did the coach say? "Hold your heads up. You did your best!"
CAPITALIZATION		
Magazine names	TO EMPHASIZE: Shows the importance or value of something.	Sports Illustrated, People, Time
Newspaper names		USA Today, Indianapolis Star
Works of art		Mona Lisa, The Thinker
Musical compositions		"Purple Rain," "Jesus Loves Me," "The Hokey Pokey"
Organizations		American Red Cross, Humane Society
First word in quotations, when appropriate	TO EMPHASIZE: Points out the importance of something that was said word for word.	Abraham Lincoln said, "Whatever you are, be a good one."
INNER-SENTENCE PUNCTUATION		
Quotation marks for direct speech	TO ENGAGE: Adds interest and holds the reader's attention with precise language.	Sally said, "I won't go, and you can't make me." According to Dr. Oz, "Broccoli is the best produce option."
Quotes indicate words/sentences pulled from a source	TO HONOR: Shows that the writer values others by giving credit.	Dorothy said, "There's no place like home."
Commas to set off sources	TO SPECIFY: Identifies who said what.	Sally said, "I won't go, and you can't make me." According to Dr. Oz, "Broccoli is the best produce option."
Quotes within sentence structure	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	"-----," said _____. _____, said, "-----." "-----," Tom whispered, "-----."

GRADE 5 CONVENTIONS

CONVENTION	THE PURPOSE & FUNCTION OF THE CONVENTION	SAMPLES & EXAMPLES
VERBS		
Precise verb tenses	TO SPECIFY: Identifies a certain condition to the verb or action. (NOTE: "Perfect" means "complete." Describes actions that are complete up to a specified point in time.)	
Present tense	Happening now.	I like strawberries.
Present perfect tense	Past actions are still current.	I have always liked strawberries.
Past tense	Happened previously.	I ate the strawberries.
Past perfect tense	Actions were completed before something else happened.	I had eaten the strawberries before dinner.
Future tense	Actions to happen in the future.	I will eat the strawberries.
Future perfect tense	Actions will be completed at some point in the future.	I will have eaten the strawberries before dinner.

CONJUNCTIONS		
Correlative conjunctions	TO CONNECT: Joins ideas of equal importance to show how they are related.	either/or, neither/nor, not (only)/but (also), both/and

INNER-SENTENCE PUNCTUATION		
Commas within an action series (serial comma)	TO CONNECT: Groups actions to show that they are related.	She tripped, fell, and cried.
Comma to set off an appositive	TO ELABORATE: Expands the basic sentence by adding more information.	My car, the one with the flat tire, is in the parking lot. Mrs. Smith, our substitute teacher, is late.
Comma to set off <i>yes</i> and <i>no</i>	TO EMPHASIZE: Stresses the importance of an answer.	Yes, thank you.
Comma to set off a question tag	TO SHAPE: Affects the sound of the sentence adding an abrupt pause.	It's true, isn't it?
Comma to indicate direct address.	TO SPECIFY: Identifies in particular who is being addressed.	Is that you, Steve?

PRESENTATION		
Titles of works	TO EMPHASIZE: Stresses the value of something by setting it off in a unique type style (e.g., quotation marks, italics, underlining).	She learned the "The Star Spangled Banner." Her favorite book is <i>Pride and Prejudice</i> . The class read <u>Charlotte's Web</u> .

GRADE 6 CONVENTIONS

CONVENTION	THE PURPOSE & FUNCTION OF THE CONVENTION	SAMPLES & EXAMPLES
NOUNS & PRONOUNS		
Intensive pronouns	TO EMPHASIZE: Stresses the importance of a noun or pronoun by referencing it again. (Sentence makes sense without an intensive pronoun.)	I mailed a letter to the President himself.
Subject, object, possessive, reflexive, & intensive pronoun combination	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	SAMPLE NOT AVAILABLE
Pronoun-noun (antecedents) agreement	TO SPECIFY: Matches a pronoun with a particular noun.	The student liked his book. The students liked their books.
SENTENCES		
Compound-complex sentences	TO ELABORATE: Expands two related ideas (compound sentence) by adding more information with a dependent clause.	After dinner, Garrett went out with friends, and they went to a movie.
Simple, compound, complex, & compound-complex sentence combination	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	Bob stopped. He heard footsteps, but he didn't see anyone. When he stood still, he didn't hear anything. When he started walking, he heard footsteps again, so he walked faster.
INNER-SENTENCE PUNCTUATION		
Commas to set off nonrestrictive elements	TO ELABORATE: Adds information to the basic sentence but doesn't change the meaning if omitted.	BASIC: The box is on the table. RESTRICTIVE: The box, which arrived yesterday, is on the table.
Restrictive elements <i>without commas</i>	TO ELABORATE: Adds information to the basic sentence that changes its meaning.	BASIC: I need a shirt that is loose and comfortable. NONRESTRICTIVE: I need a shirt that is loose and comfortable for yoga.
Dashes to set off nonrestrictive elements	TO ELABORATE: Adds information to the basic sentence but doesn't change the meaning if omitted.	Yesterday—right after you left—they brought out warm cookies.
Parentheses to set off nonrestrictive elements	TO ELABORATE: Adds information to the basic sentence but doesn't change the meaning if omitted.	The chart (page 3) showed the results of the study.
Semicolons connect main clauses/sentences	TO CONNECT: Joins two complete thoughts that are closely related.	Her car wouldn't start; she would be late to work again.
Colons to introduce list or quote	TO CONNECT: Joins an idea with a specific quote or list of items to show that they are related.	Pam needed three things for the recipe: ketchup, pasta, and mushrooms.

GRADE 7 CONVENTIONS

CONVENTION

THE PURPOSE & FUNCTION OF THE CONVENTION

SAMPLES & EXAMPLES

VERBS

Subject-verb agreement	TO STATE: Conveys the basic message is about one or more than one thing.	
Singular agreement	Singular nouns match singular action or linking verbs. Singular pronouns match singular action or linking verbs. Collective nouns match singular action or linking verbs.	Chelsea walks to school. She walks every day. Children walk to school.
Plural agreement	Plural nouns match plural action or linking verbs. Plural pronouns match plural action or linking verbs.	Chelsea and Joe walk to school. They walk every day.

ADJECTIVES & ADVERBS

Comma with coordinate adjectives	TO DESCRIBE: Helps the reader to visualize the noun by including multiple adjectives that each separately describe the noun.	She carried the heavy, bulky box.
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PHRASES & CLAUSES

Phrases within sentences	TO ELABORATE: Adds information with a group of words (that lacks a subject, a verb, or both).	
Noun phrase	A group of words that add description to a noun.	The <u>bewildered</u> tourist was lost.
Prepositional phrase	A group of words that add description about where or when.	He was <u>between a rock and a hard place</u> .
Verb phrase	A group of words that add description to a verb.	The tourist was <u>waiting for the rain to stop</u> .
Adverb phrase	A group of words that add how, where, why, or when description to a verb, adverb, or adjective.	HOW: <u>With much consideration</u> , he made his decision to go home. WHERE: He strolled <u>through the museum</u> . WHEN: <u>After the sunset</u> , the tourist was cold. WHY: The tourist went online <u>for more information</u> .
Clauses within sentences	TO ELABORATE: Adds information within a group of words that has both a subject and a predicate.	
Independent clause	Adds information in the form of a second related sentence.	The bell rang, and the students sat down.
Dependent clause	Adds information but is not a complete sentence.	When the bell rang, the students sat down.
Placed modifiers (v. misplaced modifiers)	TO CONNECT: Joins a description with a nearby noun to avoid confusion.	WEAK: Bob wore his red shirt to school <u>which had a stain on it</u> . STRONG: Bob wore his <u>red shirt which had a stain on it</u> to school.
Placed modifiers (v. dangling modifiers)	TO CONNECT: Joins a description with an identified noun to avoid confusion.	WEAK: I saw a <u>deer driving</u> on the highway. STRONG: <u>Driving on the highway</u> , I saw a deer.

SENTENCES

Sentence patterns varied for meaning, interest, & style	TO ENGAGE: Creates variety, adding interest and holding the reader's attention.	SAMPLE NOT AVAILABLE
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GRADE 8 CONVENTIONS

CONVENTION

THE PURPOSE & FUNCTION OF THE CONVENTION

SAMPLES & EXAMPLES

VERBS		
Active voice	TO SPECIFY: Identifies the subject is doing the action.	Sam mailed the letter.
Passive voice	TO SPECIFY: Identifies the subject is the recipient of the action.	The letter was mailed by Steve.
Verb Moods	TO SPECIFY: Identifies a certain condition within the sentence.	
Indicative mood	States (or indicates) a fact.	I screamed at the concert.
Imperative mood	Commands something important that <i>you</i> have to do.	Scream at the concert.
Interrogative mood	Asks a question.	Did you scream at the concert?
Conditional mood	Suggests something that may never happen using <i>would, should, could, may, if, were</i> .	If I would scream, I could injure my vocal cords.
Subjunctive mood	States that something will happen if certain conditions are met (e.g., <i>will, shall, can, might</i>).	If I would scream the loudest, I might be on TV.
Consistent voice and mood	TO STATE: Conveys how and when the idea happened <i>and avoids confusion</i> .	SAMPLE NOT AVAILABLE

PHRASES		
Phrases within sentences	TO ELABORATE: Adds descriptive information.	
Gerund/Gerund phrase	A verb form ending in <i>-ing</i> that functions as a noun.	Frank loves <u>swimming</u> . <u>Blowing bubbles</u> is a fun activity.
Participle phrase	A past or present verb form that functions as an adjective.	The <u>laughing</u> boy was fun to watch. The <u>damaged</u> car jerked down the road.
Infinitive phrase	A verb form (<i>to + verb</i>) that describes nouns, adjectives, and/or adverbs.	Her goal, <u>to succeed</u> , was achieved. <u>Afraid to move</u> , she froze in terror.

INNER-SENTENCE PUNCTUATION		
Ellipsis for a pause	TO SHAPE: The sentence slowly drifts off...and then returns.	The ball rolled around the hole...and finally dropped in.
Dash for a break	TO SHAPE: The sentence stops harshly— then returns.	She drove fast— then crashed.
Ellipsis for omission	TO HONOR: Shows that the writer acknowledges words were left out.	"All the world's a stage...And one man in his time plays many parts." (Shakespeare)

GRADE 9-10 CONVENTIONS

CONVENTION	THE PURPOSE & FUNCTION OF THE CONVENTION	SAMPLES & EXAMPLES
PHRASES & CLAUSES		
Semicolon and a conjunctive adverb join two or more independent clauses.	TO CONNECT: Joins two related and complete sentences with a semicolon and an adverb to produce a sophisticated sentence.	The discount was only good for one night; otherwise, they would have stayed another day.
INNER-SENTENCE PUNCTUATION		
Comma in parallelism	TO SHAPE: Creates a smooth sound by structuring items between the commas in a similar pattern.	Gwen likes reading, writing, and hiking.
Parallel structure	TO SHAPE: Creates an easy flow between phrases with a similar word/grammatical pattern.	Students capped their pens, closed their notebooks, and zipped their book bags.

GRADE 11-12 CONVENTIONS

CONVENTION	THE PURPOSE & FUNCTION OF THE CONVENTION	SAMPLES & EXAMPLES
INNER-SENTENCE PUNCTUATION		
Hyphenation in compound adjectives	TO CONNECT: Joins two or more words that work together and come before the noun they are describing.	The much-loved author was sixty-three years old. They had a long-term relationship.
Usage is a matter of convention, changes, sometimes contested—break rules	TO SHAPE: Affects how the sentence sounds— fast, slow, loud, soft, smooth, stilted, etc.	FOLLOWS THE RULE: She didn't feel very brave, but she stood up.
		BREAKS THE RULE: She didn't feel very brave. But she stood up.
		FOLLOWS THE RULE: She didn't mind taking her brother. She just didn't want to today.
		BREAKS THE RULE: She didn't mind taking her brother. Just not today.

10 Common Purposes

CONVENTIONS SERVE IN WRITING

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CONVEY THE BASIC MESSAGE

1. To state

Some conventions are necessary to convey or explain the basic message or meaning of a sentence.

2. To specify

Some conventions identify a particular detail or name a certain condition within the sentence.

3. To elaborate

Some conventions expand the basic sentence by adding more information.

4. To honor

Some conventions show that the writer values others over himself (e.g., the reader, outside sources, etc.).

REFINE THE BASIC MESSAGE

5. To simplify

Some conventions can shorten the message, conveying the information more quickly and/or easily.

6. To describe

Some conventions will paint a picture, helping the reader to visualize exactly what the writer intended.

7. To emphasize

Some conventions point out the importance or stress the value of something.

8. To connect

Some conventions combine, join, or group ideas to show that they are related.

CONTROL THE MESSAGE

9. To engage

Some conventions are applied to create variety, adding interest and holding the reader's attention.

10. To shape

Some conventions affect how the sentence sounds— fast, slow, loud, soft, smooth, stilted, etc.
