

Smarter Balanced – Conventions Chart
Updated January 2016

Grade K-1

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|--|---|--|--|---------------------|
| <ul style="list-style-type: none"> Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | Capitalize <ul style="list-style-type: none"> the first word in sentence. the pronoun I. names of people. days of the week. months of the year. | Use end punctuation for sentences. Use commas <ul style="list-style-type: none"> in dates. to separate single words in a series. | Nouns: <ul style="list-style-type: none"> Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Verbs: <ul style="list-style-type: none"> Correctly use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). Pronoun: <ul style="list-style-type: none"> Correctly use common personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). Determiners: <ul style="list-style-type: none"> Correctly use determiners (e.g., articles, demonstratives). Conjunctions: <ul style="list-style-type: none"> Correctly use frequently occurring conjunctions (e.g., and, so, but, so, because). | NA |

Grade 2

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|---|---|--|--|---------------------|
| Spell words at grade level and below correctly. | Capitalize <ul style="list-style-type: none"> holidays. product names. geographic names. greetings and closings. | Use commas <ul style="list-style-type: none"> in greetings and closings of letters. Use an apostrophe <ul style="list-style-type: none"> to form contractions. in [frequently occurring] possessives. | Nouns: <ul style="list-style-type: none"> Correctly use collective nouns (e.g., group). Correctly use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Verbs: <ul style="list-style-type: none"> Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Pronouns: <ul style="list-style-type: none"> Correctly use reflexive pronouns (e.g., myself, ourselves). | NA |

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Grade 3

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|---|--|---|--|---|
| <p>Correctly spell</p> <ul style="list-style-type: none"> plurals (e.g., cat to cats, glass to glasses, carry to carries). words at grade level and below (adding suffixes to bases; using spelling patterns and generalizations). | <p>Capitalize</p> <ul style="list-style-type: none"> a person's title (e.g., President Smith vs. the president). titles of books. | <p>Use commas</p> <ul style="list-style-type: none"> in complete addresses (e.g., 12345 67th Ave., Spokane, WA). and quotation marks in dialogue. <p>Use an apostrophe</p> <ul style="list-style-type: none"> in possessive nouns (e.g., the dog's house, the dogs' houses). | <p>Nouns:</p> <ul style="list-style-type: none"> Correctly use regular and irregular plural nouns. Correctly use abstract nouns (e.g., childhood). <p>Verbs:</p> <ul style="list-style-type: none"> Correctly use regular and irregular verbs. Correctly use simple verb tenses (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>). <p>Adjectives/Adverbs:</p> <ul style="list-style-type: none"> Correctly use comparative and superlative adjectives and adverbs. <p>Agreement:</p> <ul style="list-style-type: none"> Correctly use pronouns that match a [close] antecedent* (<i>The boy walked his dog.</i>) Correctly use subject verb agreement* (<i>He has...; They have.....</i>). <p>Conjunctions:</p> <ul style="list-style-type: none"> Correctly use coordinate (e.g., and, but) and subordinate conjunctions (e.g., because). | <p>Avoid run-on sentences (fused or run-together sentences, comma splices).</p> <ul style="list-style-type: none"> (e.g., They went to the store they bought groceries.)* |

*as appropriate for grade level

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Grade 4

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|---|---|--|--|---|
| Correctly spell words at grade level and below. | Use capitalization rules from the previous grades. | Use commas <ul style="list-style-type: none"> before a coordinating conjunction (and, but, for, [n]or, yet, so) in a compound sentence. and quotation marks to mark direct speech and quotations from the text. | Pronouns: <ul style="list-style-type: none"> Correctly use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Verbs: <ul style="list-style-type: none"> Correctly use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses. Correctly use modal auxiliaries (<i>can, may, must</i>) to convey various conditions. Adjectives: <ul style="list-style-type: none"> Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>). Agreement: <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>He brought his dog to school; He and Gary brought their lunch</i>). Subjects and verbs agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>). Frequently Confused Words: <ul style="list-style-type: none"> Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>). | Avoid run-on sentences (fused or run-together sentences, comma splices). <ul style="list-style-type: none"> (<i>e.g., They went to the store they bought groceries.</i>)* Avoid sentence fragments* (<i>e.g., Going into town</i>). <p>May correctly use purposeful fragments in dialogue (<i>e.g., "Not us!"</i>).</p> |

*as appropriate for grade level

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Grade 5

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|---|---|---|---|---|
| Correctly spell words at grade level and below. | Use capitalization rules from the previous grades. | Use commas to <ul style="list-style-type: none"> • separate items in a series. • separate an introductory element from the rest of the sentence. • set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). | Verbs: <ul style="list-style-type: none"> • Correctly use the perfect tense (e.g., I had walked, I have walked; I will have walked). • Use verb tense to convey various times, sequences, states, and conditions. • Avoid inappropriate shifts in verb tense.* Conjunctions: <ul style="list-style-type: none"> • Correctly use correlative conjunctions (e.g., either/or, neither/nor). Agreement: <ul style="list-style-type: none"> • Pronouns and antecedents agree (He brought his dog to school; He and Gary brought their lunch). • Subjects and verbs agree (My friend and I go to recess together; Sally goes to recess with her friends). Frequently Confused Words: <ul style="list-style-type: none"> • Use frequently confused words* correctly. | Avoid run-on sentences (fused or run-together sentences, comma splices). Avoid sentence fragments * (e.g., Going into town). May correctly use purposeful fragments in dialogue (e.g., "Not us!"). |

*as appropriate for grade level

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Grade 6

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|---|---|---|--|--|
| Spell words at grade level and below correctly. | Use capitalization rules from the previous grades. | Use commas, parentheses, or dashes to <ul style="list-style-type: none"> • set off nonrestrictive/ parenthetical information (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>).* | Pronouns: <ul style="list-style-type: none"> • Correctly use pronoun case (subject, object, possessive). • Correctly use intensive pronouns (e.g., myself; ourselves). • Avoid inappropriate shifts in pronoun number and person.* • Avoid vague, ambiguous, or unclear pronoun references.* Verbs: <ul style="list-style-type: none"> • Avoid inappropriate shifts in verb tense.* Agreement: <ul style="list-style-type: none"> • Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>). • Subjects and verbs agree (<i>People who forget the words just hum the tune</i>). Frequently Confused Words: <ul style="list-style-type: none"> • Use frequently confused words* correctly. | Avoid run-on sentences (fused or run-together sentences, comma splices). Avoid sentence fragments .* May correctly use purposeful fragments |

*as appropriate for grade level

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Grade 7

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|--|--|---|--|--|
| <p>Spell words at grade level and below correctly.</p> | <p>Use capitalization rules from the previous grades.</p> | <p>Use commas to</p> <ul style="list-style-type: none"> • separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old, green shirt</i>). <p>Use commas, parentheses, or dashes to</p> <ul style="list-style-type: none"> • set off nonrestrictive/parenthetical information* (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker</i>; <i>Our teacher, who loves cake, enjoyed the birthday party we threw her</i>). | <p>Phrases:</p> <ul style="list-style-type: none"> • Avoid misplaced or dangling modifiers. <p>Pronouns:</p> <ul style="list-style-type: none"> • Avoid inappropriate shifts in pronoun number and person.* • Avoid vague, ambiguous, or unclear pronoun references.* <p>Verbs:</p> <ul style="list-style-type: none"> • Avoid inappropriate shifts in verb tense.* <p>Agreement:</p> <ul style="list-style-type: none"> • Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>). • Subjects and verbs agree (<i>People who forget the words just hum the tune</i>). <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> • Use frequently confused words* correctly. | <p>Avoid run-on sentences (fused or run-together sentences, comma splices).</p> <p>Avoid sentence fragments.*</p> <p>May correctly use purposeful fragments</p> |

*as appropriate for grade level

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Grade 8

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|---|---|---|---|--|
| Spell words at grade level and below correctly. | Use capitalization rules from the previous grades. | Use commas, ellipses, or dashes to <ul style="list-style-type: none"> indicate a pause or break. Use ellipses (...) to <ul style="list-style-type: none"> show omitted words. Use commas, parentheses, or dashes to <ul style="list-style-type: none"> set off nonrestrictive/parenthetical information.* | Verbs: <ul style="list-style-type: none"> Correctly use verbs in the active and passive voice. Correctly use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Correctly use consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive). Avoid inappropriate shifts in verb tense.* Pronouns: <ul style="list-style-type: none"> Avoid inappropriate shifts in pronoun number and person.* Avoid vague, ambiguous, or unclear pronoun references.* Agreement: <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>). Subjects and verbs agree (<i>People who forget the words just hum the tune</i>). Frequently Confused Words: <ul style="list-style-type: none"> Use frequently confused words* correctly. | Avoid run-on sentences (fused or run-together sentences, comma splices). Avoid sentence fragments .* May correctly use purposeful fragments |

*as appropriate for grade level

Smarter Balanced – Conventions Chart – Updated January 2016 High School

| Spelling | Capitalization | Punctuation | Grammar Usage | Sentence Completion |
|---|--|--|--|--|
| <p>Correctly spell words that are at grade level or no more than two grades below grade level, including frequently misspelled words.</p> | <p>Use capitalization rules from the previous grades.</p> | <p>Use semicolons</p> <ul style="list-style-type: none"> • between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test). • between two independent clauses. <p>Use colons to</p> <ul style="list-style-type: none"> • introduce a list or quotation. <p>Hyphens</p> <ul style="list-style-type: none"> • Follow hyphenation conventions. <p>Use commas, parentheses, or dashes to</p> <ul style="list-style-type: none"> • set off nonrestrictive/parenthetical information.* | <p>Use parallel construction with</p> <ul style="list-style-type: none"> • single words, such as verbs, particularly in informational and technical writing. Parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> <p>VS</p> <p>Not parallel: <i>A scientist observes, hypothesized, and analyzed.</i></p> <ul style="list-style-type: none"> • clauses. Parallel: <i>The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.</i> <p>VS</p> <p>Not parallel: <i>The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises.</i></p> <ul style="list-style-type: none"> • phrases. Infinitive parallel: Jamillah likes to hike, to swim, and to ride a bicycle. <p>VS</p> <p>Not parallel: Jamillah likes to hike, to swim, and rides a bicycle.</p> <p>Verbs:</p> <ul style="list-style-type: none"> • Avoid inappropriate shifts in verb tense.* <p>Pronouns:</p> <ul style="list-style-type: none"> • Avoid inappropriate shifts in pronoun number and person.* • Avoid vague or ambiguous or unclear pronoun references.* <p>Agreement:</p> <ul style="list-style-type: none"> • Pronouns and antecedents agree* (The teacher told each student to turn in his or her papers; The teacher told the students to turn in their papers). • Subjects and verbs agree* (<i>Neither the coach nor the player is going to the banquet; None of us wants a second helping of pie; None of the pie is left.</i>) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> • Use frequently confused words* correctly. | <p>Avoid run-on sentences (fused or run-together sentences, comma splices).</p> <p>Avoid sentence fragments.*</p> <p>May correctly use purposeful fragments</p> |

*as appropriate for grade level