

PSSA 3RD GRADE WRITING ELIGIBLE CONTENT

These are the grammar and style rules that 3rd grade students are expected
to know

CC.1.4.3

*Conventions of
Language
(Grammar)*

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D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Nouns

A **noun** is a word that denotes a person, place, or thing. In a sentence, nouns answer the questions who and what.

Example: The dog ran after the ball.

In the sentence above, there are two nouns, dog and ball. A noun may be concrete (something you can touch, see, etc.), like the nouns in the example above, or a noun may be abstract, as in the sentences below.

Example 1: She possesses integrity.

Example 2: He was searching for love.

The abstract concepts of integrity and love in the sentences above are both nouns. Nouns may also be proper.

Example 1: She visited Chicago every year.

Example 2: Thanksgiving is in November.

Chicago, Thanksgiving, and November are all proper nouns, and they should be capitalized. (For more information on proper nouns and when to capitalize words, see our handout on Capital Letters.)

Pronouns

A pronoun is a word that takes the place of a noun in a sentence.

Example: She decided to go to a movie.

In the sentence above, she is the pronoun. Like nouns, pronouns may be used either as subjects or as objects in a sentence.

Example: She planned to ask him for an interview.

In the example above, both she and him are pronouns; she is the subject of the sentence while him is the object. Every subject pronoun has a corresponding object form, as shown in the table below.

Subject Pronouns

Singular	Plural
I	We
You	You
He, she, it	They

Object Pronouns

Singular	Plural
Me	Us
You	You
Him, her, it	Them

Articles

Articles include a, an, and the. They precede a noun or a noun phrase in a sentence.

Example 1: They wanted a house with a big porch.

Example 2: He bought the blue sweater on sale.

In example 1, the article a precedes the noun house, and a also precedes the noun phrase big porch, which consists of an adjective (big) and the noun it describes (porch). In example 2, the article the precedes the noun phrase blue sweater, in which sweater is the noun and blue the adjective.

Adjectives

An adjective is a word that modifies, or describes, a noun or pronoun. Adjectives may precede nouns, or they may appear after a form of the reflexive verb to be (am, are, is, was, etc.).

Example 1: We live in the red brick house.

Example 2: She is tall for her age.

In example 1, two consecutive adjectives, red and brick, both describe the noun house. In example 2, the adjective tall appears after the reflexive verb is and describes the subject, she.

Verbs

A verb is a word that denotes action, or a state of being, in a sentence.

Example 1: Beth rides the bus every day.

Example 2: Paul was an avid reader.

In example 1, rides is the verb; it describes what the subject, Beth, does. In example 2, was describes Paul's state of being and is therefore the verb.

There may be multiple verbs in a sentence, or there may be a verb phrase consisting of a verb plus a helping verb.

Example 1: She turned the key and opened the door.

Example 2: Jackson was studying when I saw him last.

In example 1, the subject she performs two actions in the sentence, turned and opened. In example 2, the verb phrase is was studying.

Adverbs

Just as adjectives modify nouns, adverbs modify, or further describe, verbs. Adverbs may also modify adjectives. (Many, though not all, adverbs end in -ly.)

Example 1: He waved wildly to get her attention.

Example 2: The shirt he wore to the party was extremely bright.

In the first example, the adverb wildly modifies the verb waved. In the second example, the adverb extremely modifies the adjective bright, which describes the noun shirt. While nouns answer the questions who and what, adverbs answer the questions how, when, why, and where.

Conjunctions

A conjunction is a word that joins two independent clauses, or sentences, together.

Example 1: Ellen wanted to take a drive into the city, but the cost of gasoline was too high.

Example 2: Richard planned to study abroad in Japan, so he decided to learn the language.

In the examples above, both but and so are conjunctions. They join two complete sentences with the help of a comma. And, but, for, or, nor, so, and yet can all act as conjunctions (you can remember this with FANBOYS).

Prepositions

Prepositions work in combination with a noun or pronoun to create phrases that modify verbs, nouns/pronouns, or adjectives. Prepositional phrases convey a spatial, temporal, or directional meaning.

Example 1: Ivy climbed up the brick wall of the house.

There are two prepositional phrases in the example above: up the brick wall and of the house. The first prepositional phrase is an adverbial phrase, since it modifies the verb by describing where the ivy climbed. The second phrase further modifies the noun wall (the object of the first prepositional phrase) and describes which wall the ivy climbs.

Below is a list of prepositions in the English language:

Aboard, about, above, across, after, against, along, amid, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, into, like, near, of, off, on, onto, out, over, past, since, through, throughout, to, toward, under, underneath, until, unto, up, upon, with, within, without.

D.1.1.2 Form and use regular and irregular plural nouns

While most nouns are easily made plural with a few simple changes, such as adding an “s” or “es” to the end of the word, there is one group of nouns that doesn’t seem to follow the rules. They’re called irregular nouns and you guessed it...they don’t become plural the “regular” way.

No worries, though. Here’s all the information you need to recognize and form irregular plural nouns.

What is an Irregular Plural Noun?

An irregular plural noun is an irregular noun in the plural form. An irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an “s” or “es” to the end of the word. This change can happen in a variety of ways. Below you’ll find examples and guidelines to help you.

Examples of Irregular Plural Nouns

Some irregular nouns take on the plural form by first changing the last letter of the word before adding “s.” Words that end in “f” are a good example of this case. To make such a word plural, you change the “f” to “ve” and add an “s.”

Plural nouns that end in ves:

- More than one elf = elves
- More than one calf = calves
- More than one knife = knives
- More than one loaf = loaves
- More than one shelf = shelves
- More than one wolf = wolves
- More than one loaf = loaves

Irregular nouns made plural by changing vowels, changing the word, or adding a different ending:

- More than one man = men
- More than one person = people
- More than one mouse = mice
- More than one child = children
- More than one foot = feet
- More than one goose = geese
- More than one tooth = teeth
- More than one louse = lice
- More than one cactus = cacti
- More than one appendix = appendices
- More than one ox = oxen

Some irregular plural nouns have the same spelling as their singular form such as scissors, pants, bison, deer, and sheep. And then some animal nouns become plural by keeping the same spelling as the singular form or by adding an s or es.

- More than one cod = cod or cods
- More than one shrimp = shrimp or shrimps
- More than one fish = fish or fishes
- More than one quail = quail or quails

Like most things, learning the rules for irregular plural nouns takes practice. Once you put these guidelines to work for you, you'll find it much easier than you thought.

D.1.1.3 Use abstract nouns (e.g., childhood)

We all communicate with abstraction at times. Though abstract nouns don't convey things we can experience with our senses – we can't feel, touch, see, hear, or taste them – they allow us to express important meaning, nonetheless.

Being able to recognize and use abstract nouns is important, especially in written communication. While abstract nouns can convey deep emotion, the writer runs the risk of not clearly expressing his or her meaning. Things get lost in translation so to speak. Since abstract words are by definition abstract, they can mean different things to different people, so take care to make sure your writing using concrete nouns for clarification. Generally speaking, sentences comprised largely of concrete nouns are more clear and concise.

What is an Abstract Noun?

Abstract nouns are the opposite of concrete nouns – nouns that refer to objects you can experience with your five senses. Abstract nouns are intangible. They can identify concepts, experiences, ideas, qualities, and feeling.

Examples of Abstract Nouns

In some cases, it's a little difficult to recognize when a noun is abstract. Some nouns can function as verbs and abstract nouns are no exception.

For example, see how the word “fear” is used in the following two sentences.

I fear the night. (In this sentence, fear shows action so it's a verb.)

The night was shrouded in fear. (In this sentence, fear is an abstract noun because you can't physically touch, feel, hear, taste, smell, or see it.)

Below is a list of common abstract nouns.

Love, Anger, Hate, Peace, Loyalty, Integrity, Pride, Courage, Deceit, Honesty, Trust, Compassion, Bravery, Misery, Childhood, Knowledge, Patriotism, Friendship, Brilliance, Truth, Charity, Justice, Faith, Kindness, Pleasure, Liberty, Freedom, Delight, Despair, Hope, Awe, Calm, Joy, Reality, Wisdom

D.1.1.4 Form and use regular and irregular verbs

The English language uses both regular and irregular verbs. When forming the past tense or the present/past perfect tense of these verbs, we use different methods.

To form the past tense of a regular verb ending with a vowel (a, e, i, o, u), add a d to the word. To form the present/past perfect tense, add a d plus a helping verb (have, had, or has).

For example, the verb share ends with the vowel e.

share = present tense

shared (share + d) = past tense

had shared (had + share + d) = past perfect tense (have is the helping verb)

If the regular verb ends with a consonant, add ed for the past tense. Add ed plus a helping verb for the present/past perfect tense.

For example, the verb pour ends with the consonant r.

pour = present tense

poured (pour + ed) = past tense

have poured (have + pour + ed) = present perfect tense

Unlike regular verbs, irregular verbs do not follow a pattern. You must memorize them.

For example, the irregular verb see has three principal parts: see, saw, seen.

I see the stars = present tense

I saw the stars = past tense

I have seen the stars = present perfect tense

Below is a list of irregular verbs and a few tricky regular verbs that students often misuse. Cover the columns marked past and present/past perfect, leaving the present column visible. Now read the verbs in the present column and see if you know their past and present/past perfect forms. If not, keep memorizing!

PRESENT	PAST	PRESENT PAST PERFECT (with has, had, have)
arise	arose	arisen
awake	awakened	awakened
bear	bore	borne
become	became	become
begin	began	begun
bend	bent	bent
bid	bade	bidden
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
build	built	built
can	could	could
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
dig	dug	dug
do	did	done
drag	dragged	dragged
drug	drugged	drugged
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten, got
give	gave	given
go	went	gone
grow	grew	grown

PRESENT	PAST	PRESENT PAST PERFECT (with has, had, have)
hang (execute)	hanged	hanged
hang (picture)	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay (put or place)	laid	laid
lead	led	led
learn	learned	learned
leave	left	left
lend	lent	lent
let	let	let
lie (recline)	lay	lain
lose	lost	lost
mean	meant	meant
meet	met	met
pay	paid	paid
raise (lift)	raised	raised
read	read	read
ride	rode	ridden
ring	rang	rung
rise (move upward)	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
set	set	set
shake	shook	shaken
shine (give light)	shone	shone
shine (polish)	shined	shined
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
sneak	sneaked	sneaked
speak	spoke	spoken

PRESENT	PAST	PRESENT PAST PERFECT (with has, had, have)
spend	spent	spent
spin	spun	spun
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strew	strewed	strewed
strike	struck	struck
strive	strove	striven
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
tread	trod	trodden
wake	waked	waked
wear	wore	worn
weave	wove	woven
win	won	won
wring	wrung	wrung
write	wrote	written

D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk)

English has three simple tenses: present, past, and future. These simple tenses show actions or states of being at a point in time, but don't always pin down a specific moment. Past, present, and future are easy verb forms to use.

Present tense

Present tense tells you what is going on right now. The present form shows action or a state of being that is occurring now, that is generally true, or that is always happening.

Reggie rolls his tongue around the pastry. (Rolls is in present tense)

George plans nothing for New Year's Eve because he never has a date. (Plans, has are in present tense)

Past tense

Past tense tells you what happened before the present time. Consider these two past-tense sentences:

When the elastic in Ms. Belli's girdle snapped, we all woke up. (Snapped and woke are in past tense)

Despite the strong plastic ribbon, the package became unglued and spilled onto the conveyor belt. (Became and spilled are in past tense)

You can't go wrong with the past tense, except for the irregular verbs, but one very common mistake is to mix past and present tenses in the same story. Here's an example:

So I go to the restaurant looking for Cindy because I want to tell her about Grady's date with Eleanor. I walk in and I see Brad Pitt! So I went up to him and said, "How are the kids?"

The speaker started in present tense — no problem. Even though an event is clearly over, present tense is okay if you want to make a story more dramatic. But the last sentence switches gears. Suddenly we're in past tense. Problem! Don't change tenses in the middle of a story. And don't bother celebrities either.

Future tense

Future tense talks about what has not happened yet. This simple tense is the only one that always needs helping verbs to express meaning, even for the plain, no-frills version.

Nancy will position the wig in the exact center of her head. (Will position is in future tense)

Lisa and I will never part, thanks to that bottle of glue! (Will part is in future tense)

D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement

This handout gives you several guidelines to help your **subjects** and **verbs** agree.

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by and, use a plural verb.

She and **her friends** *are* at the fair.

2. When two or more singular nouns or pronouns are connected by or or nor, use a singular verb.

The book or **the pen** *is* in the drawer.

3. When a compound subject contains both a singular and a plural noun or pronoun joined by or or nor, the verb should agree with the part of the subject that is nearer the verb.

The boy or **his friends** *run* every day.

His friends or **the boy** *runs* every day.

4. Doesn't is a contraction of does not and should be used only with a singular subject. Don't is a contraction of do not and should be used only with a plural subject. The exception to this rule appears in the case of the first person and second person pronouns I and you. With these pronouns, the contraction don't should be used.

He doesn't *like* it.

They don't *like* it.

5. Do not be misled by a phrase that comes between the subject and the verb. The verb agrees with the subject, not with a noun or pronoun in the phrase.

One of the boxes *is* open

The people who listen to that music *are* few.

The team captain, as well as his players, *is* anxious.

The book, including all the chapters in the first section, *is* boring.

The woman with all the dogs *walks* down my street.

6. The words each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one are singular and require a singular verb.

Each of these hot dogs *is* juicy.

Everybody *knows* Mr. Jones.

Either *is* correct.

7. Nouns such as civics, mathematics, dollars, measles, and news require singular verbs.

The news is on at six.

Note: the word **dollars** is a special case. When talking about an amount of money, it requires a singular verb, but when referring to the dollars themselves, a plural verb is required.

Five dollars is a lot of money.

Dollars are often used instead of rubles in Russia.

8. Nouns such as scissors, tweezers, trousers, and shears require plural verbs. (There are two parts to these things.)

These scissors are dull.

Those trousers are made of wool.

9. In sentences beginning with there is or there are, the subject follows the verb. Since there is not the subject, the verb agrees with what follows.

There ***are*** **many questions**.

There ***is*** **a question**.

10. Collective nouns are words that imply more than one person but that are considered singular and take a singular verb, such as group, team, committee, class, and family.

The team runs during practice.

The committee decides how to proceed.

The family has a long history.

My family has never been able to agree.

The crew is preparing to dock the ship.

This sentence is referring to the individual efforts of each crew member. *The Gregg Reference Manual* provides excellent explanations of subject-verb agreement (section 10: 1001).

11. Expressions such as with, together with, including, accompanied by, in addition to, or as well do not change the number of the subject. If the subject is singular, the verb is too.

The President, accompanied by his wife, ***is*** traveling to India.

All of the books, including yours, ***are*** in that box.

This handout gives you several guidelines to help your **subjects** and ***verbs*** agree.

D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified

Comparative adjectives compare two things. Superlative adjectives compare more than two things

Commonly, adjectives that contain only one syllable or end in 'y' use 'er' to form comparatives and 'est' to form superlatives. For adjectives ending in y, change the 'y' to 'i' before adding the 'er' or 'est'.

old – older – oldest	young – younger – youngest
pretty – prettier – prettiest	long – longer – longest
short – shorter – shortest	bright – brighter – brightest
close – closer – closest	happy – happier – happiest

Adjectives with two or more syllables do not change but instead add more to form comparatives and most to form superlatives.

respectable – more respectable – most respectable
 beautiful – more beautiful – most beautiful
 preferable – more preferable – most preferable
 hardworking – more hardworking – most hardworking

Some adjectives have different forms of comparatives and superlatives.

good – better – best
 bad – worse – worst
 little – less – least
 much (many) – more – most
 far – further - furthest

The word *than* typically appears in comparative sentences.

Amy is smarter than Betty.
 Chad is stronger than Dan.
 Greg is more diligent than his brother.
 I have more apples than he.
 She likes him more than me.

Superlatives are typically accompanied by the word *the*.

Tom is the oldest man in town.
 Paul is the tallest boy in the neighborhood.
 That shade of blue is the most beautiful color.
 This is the longest song that I have ever heard.

D.1.1.8 Use coordinating and subordinating conjunctions

Coordinating conjunctions are used to join independent clauses to make compound sentences. The coordinating conjunctions are as follows: and, but, for, nor, or, so, and yet. You can use coordinating conjunctions to revise run-on sentences and comma splices (see above). You can also use coordinating conjunctions to make writing less choppy by joining short, simple sentences. Consider the following examples.

Independent Clauses: I wanted more popcorn. Sam wanted Junior Mints.

Joined Together: I wanted more popcorn, but Sam wanted Junior Mints.

In this example, it is necessary to put a comma before the coordinating conjunction but because there are two independent clauses being combined. Another way to think of this is that I wanted more popcorn and Sam wanted Junior Mints could stand on their own as independent sentences. So, there must be a comma and a conjunction between them.

Independent Clauses: I wanted more popcorn. I didn't want any more soda.

Joined Together: I wanted more popcorn but no soda.

In this example, we've combined the sentences with the coordinating conjunction but. We've also eliminated some of the words so that the sentence wouldn't sound redundant. In this case, it isn't necessary to put a comma before but because there are not two independent clauses joined together.

Subordinating conjunctions are used to join independent clauses to make complex sentences. The subordinating conjunctions are as follows: after, although, as, as if, because, before, even if, even though, if, if only, rather than, since, that, though, unless, until, when, where, whereas, wherever, whether, which, and while.

You can use subordinating conjunctions to correct run-on sentences and comma splices. And you can use them to combine sentences so that writing is less choppy. Consider the following examples.

Complex Sentence: I wanted to get more soda because it's hard to eat popcorn without it.

In this sentence, the subordinate clause is at the end. It would also be correct to place the subordinate clause at the beginning of the sentence:

Because it's hard to eat popcorn without it, I wanted to get more soda.

Notice that when the subordinate clause comes at the beginning, it's necessary to insert a comma.

Complex Sentence: While I was getting more soda and popcorn, I missed a really important part of the movie. (Subordinate clause at the beginning of the sentence).

I missed a really important part of the movie while I was getting more soda and popcorn. (Subordinate clause at the end of the sentence).

D.1.1.9 Produce simple, compound, and complex sentences

Pattern One: Simple sentence

This pattern is an example of a simple sentence:

Independent clause [.]

Example: Doctors are concerned about the rising death rate from asthma.

Pattern Two: Compound Sentence

This pattern is an example of a compound sentence with a coordinating conjunction:

Independent clause [,] coordinating conjunction independent clause [.]

There are seven coordinating conjunctions: and, but, for, or, nor, so, yet.

Example: Doctors are concerned about the rising death rate from asthma, but they don't know the reasons for it.

Pattern Three: Compound Sentence

This pattern is an example of a compound sentence with a semicolon.

Independent clause [;] independent clause [.]

Example: Doctors are concerned about the rising death rate from asthma; they are unsure of its cause.

Pattern Four: Compound Sentence

This pattern is an example of a compound sentence with an independent marker.

Independent clause [;] independent marker [,] independent clause [.]

Examples of independent markers are the following: therefore, moreover, thus, consequently, however, also.

Example: Doctors are concerned about the rising death rate from asthma; therefore, they have called for more research into its causes.

Pattern Five: Complex Sentence

This pattern is an example of a complex sentence with a dependent marker.

Dependent marker dependent clause[,] Independent clause[.]

Examples of dependent markers are as follows: because, before, since, while, although, if, until, when, after, as, as if.

Example: Because doctors are concerned about the rising death rate from asthma, they have called for more research into its causes.

Pattern Six: Complex Sentence

This pattern is an example of a complex sentence with a dependent marker.

Independent clause dependent marker dependent clause [.]

Examples of dependent markers are as follows: because, before, since, while, although, if, until, when, after, as, as if.

Example: Doctors are concerned about the rising death rate from asthma because it is a common, treatable illness.

Pattern Seven

This pattern includes an independent clause with an embedded non-essential clause or phrase

First part of an independent clause [,] non-essential clause or phrase, rest of the independent clause [.]

A non-essential clause or phrase is one that can be removed without changing the meaning of the sentence or making it ungrammatical. In other words, the non-essential clause or phrase gives additional information, but the sentence can stand alone without it.

Example: Many doctors, including both pediatricians and family practice physicians, are concerned about the rising death rate from asthma.

Pattern Eight

This pattern includes an independent clause with an embedded essential clause or phrase

First part of an independent clause essential clause or phrase rest of the independent clause [.]

An essential clause or phrase is one that cannot be removed without changing the overall meaning of the sentence.

Example: Many doctors who are concerned about the rising death rate from asthma have called for more research into its causes.

D.1.2.1 Capitalize appropriate words in titles

Always capitalize the first and last words of titles of publications regardless of their parts of speech. Capitalize other words within titles, including the short verb forms Is, Are, and Be.

Exception:

Do not capitalize little words within titles such as a, an, the, but, as, if, and, or, nor, or prepositions, regardless of their length.

Examples:

The Day of the Jackal

What Color Is Your Parachute?

A Tale of Two Cities

D.1.2.2 Use commas in addresses

Use a comma to separate each part of an address that has two or more parts. This follows the same pattern as geographical names.

Commas are not needed if prepositions join the address parts.

Incorrect: Write me in care of Post Office Box 203 Shelton Connecticut 06484.
(Commas needed)

Correct: Write me in care of Post Office Box 203, Shelton, Connecticut 06484.
(Comma after state or province and before postal code is optional.)

If the address is on an envelope or is otherwise written out line by line, no comma is needed when a new line begins.

Incorrect:

P.O. Box 203,
Shelton, Conn. 06484

(Comma after first line not necessary)

Correct:

P.O. Box 203
Shelton, Conn. 06484

D.1.2.3 Use commas and quotation marks in dialogue

Dialogue or direct discourse is usually enclosed in quotation marks, either single like these: ‘__’, or double, like these: “__”. In American English, you are most likely to see the double quotation marks used to indicate a character or person speaking who is not the narrator.

Dialogue usually uses dialogue tags such as “she said,” “he screamed,” “they murmured,” etc. Dialogue tags are a subject and a verb that indicate who is speaking and the method of the speech (spoken/yelled/whispered). In most cases (unless a dialogue tag that indicates thought is used), material inside the quotation marks is considered spoken material.

The best way to explain it is to start with some examples of the different ways dialogue tags can be used.

Here is how to punctuate a sentence that starts with the dialogue tag:

Mary said, “Call me tomorrow.”

Notes:

- Comma before the opening quotation mark.
- Capital letter to indicate the beginning of a sentence inside the opening quotation mark.
- A period to end the quoted sentence.
- Closing quotation mark.

What happens when the dialogue tag is placed at the end of the sentence?

“Call me tomorrow,” Mary said.

Notes:

- Capital letter to indicate the beginning of a sentence inside the opening quotation mark.
- A comma to end the quoted sentence before the closing quotation mark that precedes the dialogue tag.
- Dialogue tag at the end with a period to end the sentence.

Now see what happens when the dialogue tag is placed in the middle:

“Call me,” Mary said, “tomorrow.”

Notes:

- Capital letter to indicate the beginning of a sentence inside the opening quotation mark.
- A comma to end the quoted sentence before the closing quotation mark that precedes the dialogue tag.
- Comma before the second opening quotation mark.
- Lower case letter to indicate the second piece of the quotation is still a part of the sentence that began in the first piece of the quotation.
- A period to end the quoted sentence.
- Closing quotation mark.

D.1.2.4 Form and use possessives

To see if you need to make a possessive, turn the phrase around and make it an "of the..." phrase. For example:

the boy's hat = the hat of the boy three days' journey = journey of three days

If the noun after "of" is a building, an object, or a piece of furniture, then no apostrophe is needed!

room of the hotel = hotel room

door of the car = car door

leg of the table = table leg

Once you've determined whether you need to make a possessive, follow these rules to create one.

- add 's to the singular form of the word (even if it ends in -s):

the owner's car

James's hat (James' hat is also acceptable. For plural, proper nouns that are possessive, use an apostrophe after the 's': "The Egglese's presentation was good." The Egglese are a husband and wife consultant team.)

- add 's to the plural forms that do not end in -s:

the children's game

the geese's honking

- add ' to the end of plural nouns that end in -s:

two cats' toys

three friends' letters

the countries' laws

- add 's to the end of compound words:

my brother-in-law's money

- add 's to the last noun to show joint possession of an object:

Todd and Anne's apartment

D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

Refer to Grade 3 Word Study Documents.

D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

Multiple spellings of same sound: long i sound: i (end of an accented syllable), i-consonant-e (middle of a syllable-first choice for the final syllable in a polysyllabic word), igh (end of a word or when followed by a -t), ind, ild, y (end of a syllable).

Short vowel sounds are usually spelled with one vowel.

Long vowel sounds are usually spelled with two vowels.

Multiple spellings of same sound: **ou** (usually at the beginning or middle of a word: out, couch) and **ow** (at the end of a word often followed by an n,l,or d: frown, growl, crowd).

Multiple spellings of same sound: long o sound: o (end of an accented syllable), ow (used in final position or when followed by -n), old, ost, o-consonant-e (middle of a syllable-first choice for the final syllable of a polysyllabic word), oa (beginning or middle of a polysyllabic word)

“H-Brother Diagraphs:” When h follows c, s, t, w, or p the combination stands for a new sound: th, ch, sh, ph, wh

Multiple spellings of same sound: long a sound: a, ai, ay, a-consonant-e.

Multiple spellings for /j/: j, ge, gi, gy

- a. Soft g: the letter g has two sounds. Its soft sound (j) occurs only when g is followed by e, i, or y.

Multiple spellings for /aw/ as in awful: **au** is used at the beginning or in the middle of a word unless the /aw/ sound is followed by a single n or l; then use aw (saucer, brawl, lawn). Use **aw** at the end of a word (saw, law)

Contractions: putting two or more words together and replacing a letter or letters with an apostrophe can make new words.

-r controlled vowels: when a vowel is followed by the letter r it has a new sound: or, ar, er, ir, ur

Multiple spellings for /k/: c, k, ck, que, ch (detailed explanation below)

- b. c is used for the /k/ sound most often. Usually used before the letters a, o, u: cut, cat, cot. Also, words of two or more syllables that end with the /ik/ sound are usually spelled ic: music, magic, public
- c. k is used for the /k/ sound after a consonant, after a long vowel sound, and after two vowels: look, cake, silk
- d. ck is used for the /k/ sound at the end of a word or syllable directly after a single short vowel: back, bucket

- e. que has the /k/ sound in words of French derivation: antique, unique, critique
- f. ch has the /k/ sound in words of Greek derivation: ache, anchor, character.

Long e sound can be made with **ee**, **ea**, (usually this pattern is found in the middle of a word), **e**(at the end of a word or syllable: me, below), **y**(at the end of a two or more syllable word).

Multiple spellings of same sound: **oi** (beginning or middle of a word: oil, point) and **oy** (end of a word: boy)

A compound word is made up of two other words: some + one = someone.

Multiple spellings of /s/:

- g. Use single s on the end of a word to indicate a plural noun or singular verb: cats, cups, runs, skips
- h. Use double s after a short vowel on the end of a one-syllable word: miss
- i. Use -se as one of the two choices for the /s/ spelling after everything but a short vowel, for example after a long vowel, vowel combination, or consonant. (The other choice is ce).
- j. ce, ci, cy: the letter c has two sounds. Its soft sound (s) occurs only when c is followed by e, i, or y.

Nouns ending in s, x, z, ch, and sh add es for the plural. Children need not memorize this rule, for when the -es is added here is a recognizable sound difference from just -s.

Homographs are words that have the same spelling, have different meanings, and may have different pronunciations.

- k. I live here/ I saw a live bear.
- l. I like to read/Have you read this book?
- m. Sit close to the table/ Please close the door.

Homophones are words that sound the same but have different spellings and meanings: there/they're/their.

Prefixes: **un** (not), **re** (again/go back), **dis** (away from, opposite of, not), **pre** (before), **mid** (middle), **over** (too much, extra, above, superior), **out** (away, outside, better, more than)

Sometimes two letters together stand for only one sound: **kn** and **wr** at the beginning of words (knee, write), **gn** at the beginning or end of words (gnat, gn), **mb** at the end of words (comb).

A possessive is a word that shows ownership. Some possessives need an apostrophe.

Suffixes **-ly** (meaning in the manner of), **-ful** (full of), **-less** (without), **-ness** (state of being), **-er** (either a person who does or comparison), **-est** (comparison), **-ess** (a person who), **-ist**(a person who), **-ish** (like), **-hood** (state or condition of), **-ment** (the result of an action)

Multiple spellings for long u: u (end of an accented syllable), oo (usually the middle of a syllable), ew (end of a word), ue (end of a word), u-consonant-e (middle of a syllable-first choice for the final syllable of a polysyllabic word), eu (beginning or middle of a syllable)

For words ending in one vowel and one consonant, double the final consonant before adding –ing.

For words ending in one vowel and one consonant, double the final consonant before adding –ed.

For words ending in silent e, just add s for plurals, but drop the final e before adding –ed or –ing.

For words ending in consonant-y, change the y to i before adding a suffix.

The consonant-le ending is a syllable that always ends a word. The final e is silent. We hear only the two consonants.

Words with syllable pattern: **-tion**/**-sion** (while these two endings are often confused, **-tion** is the more commonly used form. If the original word ends in **ss**, then **sion** is used) **-ture** (says “chur”)

D.2.1.1 Choose words and phrases for effect

Specific and Memorable Word Choice

Strong Verbs That Tell How Actions are Performed

Verbs are words that describe the action in a sentence. Some verbs are said to be stronger than others, and these are the ones that tend to make your writing more effective. Here's how it works: take a verb like "run" and another verb with a similar meaning like "sprint." Now, compare these two sentences: (1) "I was running."; (2) "I was sprinting." They seem more or less the same, but they're not. In the first sentence, you learn that I was running, but in the second sentence you also learn how I was running. The word "sprint" means "to run at top speed for a brief moment." So, when I say "sprinting," I get all the meaning of the verb "run," plus the additional meaning that explains how I was running as well. This is like getting an adverb for free (or in this case an entire adverbial phrase); the action and a description of the action are packed into one tiny word. That's what makes it stronger: it's a single word that contains the meaning of an entire group of words!

Adjectives and Adverbs That Make Things More Specific

Say I'm in one of those huge underground parking lots. You know, the ones with all the floors that look exactly the same. Say I come back from several hours of shopping and I can't remember where I parked. After searching frantically for an hour or so, I'll probably give up and try to find a parking attendant to help me. The first question he's going to ask me is, "What kind of car do you have?" And I'll say, "Oh, you know, it's just a car." And then he'll look at me like I'm an even bigger idiot than he already thought I was. Why? Because I'm not being specific enough for him to help me.

Writing is like that, too. You have to be specific in order to help your readers understand you. If you write, "The man drove away in his car," that's not nearly as helpful to your readers as, "The elated, young man drove away swiftly in the shiny new car his parents had just given him for his 18th birthday." What's the difference? Adjectives and adverbs. Adjectives and adverbs modify the nouns and verbs they work with to make them more specific. Adjectives modify nouns and answer the question "What kind?" What kind of man? An "elated" "young" man. What kind of car? A "shiny" "new" car. Adverbs modify verbs and answer the question "How?" How did he drive away? He drove away "swiftly."

Words and Phrases Readers Remember Long After They've Finished Reading

One way you can tell that you've read a good piece of writing is when you remember some of the words long after you've finished it. After all, if writing is first and foremost the communication of ideas, it would be nice if people actually remembered a little of what you wrote. No one can remember all the words in a piece, but sometimes a few words here and there are so interesting or unusual we can't forget them.

Words and Phrases Used Accurately and Effectively

Good word choice doesn't mean using big, fancy, unusual words. It means using the right words to say the right thing in just the right way. Here's an example I came across recently in the beginning of an essay about a jogging accident: "Having already stretched and run a fourth of my distance, I arrived at my favorite spot and halted." At first glance, the word "halted" seems like a good choice. It's a word we don't use that often and it's very specific, a good strong verb. But it may not be exactly the right word in this situation. To my ear (though you may disagree), the word "halted" suggests that he was caused to stop by someone or some thing. (I hear the old war movie phrase in my head: "Halt! Who goes there?") But nothing caused him to stop; he just stopped all by himself. And that's the word I think he should have used: "stopped."

Use simple words to describe simple things. Don't rush off to a thesaurus and sprinkle synonyms all over your piece the way an overzealous chef adds spices to his cooking. (And don't use a word like "overzealous" when a simpler one like "enthusiastic" will do.) Use words that mean exactly what you mean to say, and no others. In Chores, the writer uses very simple words. The language isn't flashy or attention-getting but it gets the job done.