

## Rules to Remember FOR SPELLING

- When deciding whether to use *ie* or *ei*, follow these rules:

For words with the long-e sound, follow the rule “*i* before *e* except after *c*.”

**Examples:** *piece* and *receive*

**Exceptions:** *either*, *neither*, and *seize*

Use *ei* to spell other sounds, such as the long-*a* sound.

**Examples:** *eight* and *weight*

- When adding a suffix to a word that ends in *y*, change the *y* to *i* if a consonant precedes the *y*.

**Example:** *penny* becomes *penniless*; *apply* becomes *applies* and *applied*.

**Exception:** words ending in *ing*: *apply* becomes *applying*.

- If a vowel precedes the *y*, keep the *y* and add the suffix.

**Example:** *toys* becomes *toys*.

- Double the final consonant in a word when adding a suffix if

(a) the word is one syllable and

(b) the final consonant is preceded by a single vowel.

**Example:** *run* becomes *running*

or

(a) the last syllable of the word is stressed and

(b) the final consonant is preceded by a single vowel.

**Example:** *infer* becomes *inferred*.

- Do not double the final consonant if the stress is on the first syllable and not the last.

**Example:** *enter* becomes *entering*.

- Drop the final, silent *e* before you add a suffix beginning with a vowel.

**Examples:** *convince* becomes *convincing* and *love* becomes *loving*.

- Keep the final, silent *e* in place when you add a suffix beginning with a consonant.

**Example:** *love* becomes *lovely*.

Add other important spelling rules you want to remember here:

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## Rules to Remember FOR PUNCTUATION

- Use punctuation to show the ending of every sentence.  
Choose a period (.), an exclamation point (!), or a question mark (?).
- Use commas to separate words in a series and before the word *and* at the end of that series.  
**Example:** *I banged my head, my knee, and my elbows while I was at the playground with my little sister.*
- Use an apostrophe to show the possessive form of a noun.  
**Example:** *Mary Sue's dishes*  
**Exception:** the word *its*: *The tree lost its leaves.*
- Put the possessive apostrophe after the final *s* if a plural noun ends in *s* already.  
**Example:** *Four of my classmates' parents planned a big surprise party for us.*
- Use an apostrophe to show where letters have been dropped in contractions.  
**Example** *do not* becomes *don't*; *it is* becomes *it's*.
- Use quotation marks around dialogue and directly quoted material.  
Note: Commas and periods always go inside the quotation marks.  
**Examples:**  
*"Oh no! I forgot my homework folder on the bus," said Jaycee.*  
*Jaycee said, "Oh no! I forgot my homework folder on the bus."*  
*"Oh no!" said Jaycee. "I forgot my homework folder on the bus."*  
*One movie review said, "This is simply the best children's movie of all time."*

Add other important punctuation rules you want to remember here:

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## Rules to Remember FOR CAPITALIZATION

- Always capitalize the pronoun *I*.

**Example:** *I wish I could go to Storyland every day.*

- Always put a capital at the beginning of each sentence, even in dialogue.

**Example:** *The boy's father demanded, "Put that candy bar back in the dish!"*

- Capitalize abbreviations and people's titles.

**Example:** *The current Miss America, who lives in Beaverton, OR, is a supporter of animal rights and member of the ASPCA.*

- Capitalize all words in a title, except articles (*a, an, the*), coordinating conjunctions (*and, but, or*), and prepositions with three letters or fewer (*at, to, for*).

**Exception:** The first word, which is *always* capitalized.

**Example:** *A Dachshund's Daring Day at the Dog Park*

- Capitalize proper nouns for people, places, organizations, and acronyms

**Example:** *Mrs. Gadfly won a trip to Canada to attend the National Hockey League (NHL) playoffs.*

Add other important capitalization rules you want to remember here:

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## **Rules to Remember** FOR GRAMMAR AND USAGE

- Homophones, or words that sound alike but are spelled differently, are tricky. Check your work to make sure you have used common homophones correctly.

**Examples:**

*People have a responsibility to put their dirty clothes in the right place.*

*There is no way I would put my dirty socks on the table.*

*They're right here, in my own dirty-clothes hamper.*

- Verb tenses help show time in a piece of writing. For example, you would use verbs in the past tense to describe events that took place during the Civil War. The key to helping readers make sense of the time in your writing is using the tenses consistently.

**Examples:**

*I walk to school in the morning and take the bus home. (present tense)*

*I drove to the airport and flew to California. (past tense)*

- Every subject and its verb must also be in agreement, so that singular and plural nouns are matched to verbs with correct endings.

**Example:**

*Dogs love chocolate but it makes them sick. (dogs love = plural; it makes = singular)*

- Apostrophes can be used to show possessives and contractions.

**Examples:**

*Bailey's favorite pastime is sleeping on my bed, curled up with my other cat.*

*It's a nice life if you're a cat.*

- Pronouns and their antecedents (the word they stand for) should always agree. The pronouns *who*, *what*, and *that* can show relationships in a sentence when they're used correctly. Make sure that you
  - (a) match the pronoun with its antecedent;
  - (b) use *who* to refer to specific people and animals with names;
  - (c) use *what* to refer to inanimate objects;
  - (d) use *that* to refer to generic animals, things, and people, too.

**Examples:**

*The man was snoring so loudly, he woke up everyone in the bus depot.*

*Mr. Rimbaldi, who was snoring, made everyone laugh out loud.*

*What is that funny sound Mr. Rimbaldi is making?*

*I've heard a lot of snores in my life, but that really takes the cake.*