

Marks That Matter

Teacher-led practice with capitals, punctuation, and sound spelling.

CCSS.ELA-Literacy.L.K.2 "Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT _____

a	Dog	dog	DOG
b	i	I	l
c	run!	run.	run?

2 WRITE SOUNDS _____

HOW TO RUN THIS PAGE

Read each choice aloud, then give students time to make their own marks. Students choose standard capital and ending-punctuation forms, then write short words by listening for sounds.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CIRCLE IT

SAY “Listen as I read the choices in each row. For each row, circle the one that looks right for what I say.”

ROW	SAY	STUDENTS CIRCLE
a	A sentence starts with the word dog. I will read the choices: Dog, dog, DOG. Which way should dog begin the sentence? Circle it.	Dog
b	Listen: “I can hop.” I will read the choices: i, I, l. Which printed word should name the person talking? Circle it.	I
c	Listen: “Can I run?” I will read the choices: run with an exclamation mark, run with a period, run with a question mark. Which printed word has the mark that ends this question? Circle it.	run?

PART 2 • WRITE SOUNDS

SAY “Use one box for each word. Say map with me, /m/ /a/ /p/. What letters do you hear? Write them in the first box. Say sun with me, /s/ /u/ /n/. What letters do you hear? Write them in the second box. Say lip with me, /l/ /i/ /p/. What letters do you hear? Write them in the third box.”

- Box 1: **map**
- Box 2: **sun**
- Box 3: **lip**

WHAT TO ACCEPT

Circle-row answers are Dog, I, and run?. For the boxes, accept map, sun, and lip, or reasonable phonetic spellings that represent each beginning, middle, and ending sound in order.