



## CAPITALIZATION/PUNCTUATION A & B CARDS

PRODUCT CODES: **380 & 385**

### PRODUCT CONTENTS

Levels A & B: 12 double-sided sheets of capitalization (18 cards with answers)

Level A: 12 double-sided sheets of punctuation (18 cards with answers)

Level B: 16 double-sided sheets of punctuation (24 cards with answers)

7 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site ([www.readingmanipulatives.com](http://www.readingmanipulatives.com)).

### ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Skills cards need no zipper bags. Guide includes suggestions for set storage and classroom organization.

### STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last two pages of this guide are masters for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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# COMMUNICATION SKILLS

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Written communication, even for the most skilled authors, is a complex, constant quest. The more one learns about writing and language, the more the self-challenge intensifies. For this reason, school programs should provide explicit writing instruction along with abundant writing experiences. Not only do students learn to write through writing, the process enhances understanding of written language and improves overall knowledge.

While educators are primarily concerned with the development of writing skills, oral language must also be considered. English language learners in classrooms are the fastest-growing student population group in the United States. Native English speakers also benefit from structured oral language development. Many common grammatical errors are present in both oral and written communication.

Research findings document that literacy learning is most efficient when reading and writing are taught in tandem. These skills are so closely interrelated that combining them in instruction is efficient and speeds the attainment of proficiency in both areas. Studies show that the weak link is writing instruction. When programs do not have adequate instructional emphasis on writing, both writing and reading are negatively impacted.

## SKILLS CARDS SETS

Reading Manipulatives skills cards sets include a series of cards that develop skills holistically with written activities instead of manipulatives. They are superior to worksheets or workbooks because they assure that all aspects of the skills are covered. Laminated cards can be used indefinitely, reducing repetitive lesson preparation. If students need review or additional practice, cards can be repeated.

Comprehensive sets of skills cards can assure that students are taught needed skills, particularly those related to written communication. Cards in the sets afford adequate practice. They are a worthwhile type of instructional material to utilize when multiple concepts need to be introduced or reviewed, repetition is needed, or extensive examples are necessary.

Without question, skills cards are more mundane and less stimulating than manipulatives. However, in certain instances, they provide an excellent vehicle for the development of skills. Cards are especially helpful for teaching writing and English usage concepts. Card sets in use in a classroom should cover an ability range from at least one grade level below to one grade level above.

Reading Manipulatives offers the following skills cards sets: 350 Suffix Spelling Changes Cards, 380 Capitalization/Punctuation A, 385 Capitalization/Punctuation B, 390 Irregular Verbs Cards, and 395 Troublesome Words & Usages.

The following design characteristics have been built into these skills cards sets.

- Sets have an adequate number of cards to assure mastery.
- Cards in each set are a similar level and nonsequential since the students in groups will not be doing them in any particular order.
- Multilevel sets allow for proper ability placement.
- Format is consistent, enabling students to work independently through all cards in a series.
- Cards are self-checking to further involve students.
- In all sets except 350, cards are double-sided, assuring that the lesson is thorough and adequate practice is provided.
- Cards are coded, and students track completed cards and progress.

Ideally, these holistic, individualized skills cards should transcend grade levels. They can be utilized with students of all ages if the targeted skills are suitable and the need exists.



# CAPITALIZATION/PUNCTUATION CARDS

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English usage is constantly changing since there are multiple approaches for handling grammar and mechanics. Words are being added at an ever-accelerating pace. For these reasons, creating these cards to review or teach capitalization and punctuation rules was a daunting task.

Since the cards in the series have to teach the concepts, authors had to select rules to follow throughout. We compiled as many sources as possible, looked for the most widely held viewpoint, and then used this as the “rule” for the students. The information on alternative mechanics options and tricky rules on the following page should clarify rationale for selections.

As was discussed, it may be acceptable to handle mechanics in varying ways, but it is unacceptable to be inconsistent in usage throughout any document. This is why it is better for students to learn a specific method and then to follow it.

## CAPITALIZATION CARDS

There are 18 double-sided capitalization cards. Each card starts by summarizing a category of words that are capitalized. Students must find the words needing capitals in the 10 sentences and write them correctly on a sheet of paper. Most cards then have a paragraph to correct. The words that need capitalized in level A are related to the card topic. In level B, no words in the paragraph are capitalized, so students must use all capitalization rules for this activity. If using level B, consider having lessons that review capitalization rules prior to starting the cards, and students should have more success.

The directions on the cards ask the students to write only the words to be capitalized. If they focus on the corrections, students are less likely to make careless mistakes. At the end of each card, they are asked to write sentences or do another activity related to the card. This will aid in the transfer of concepts and build writing skills.

The 18 cards can be done in any order, even though some topics are more challenging than others. All capitalization cards must be completed before students move on to the punctuation cards. Students must correct both capitalization and punctuation related to the card topic on the punctuation cards.

## PUNCTUATION CARDS

The 18 double-sided punctuation cards in level A cover end-of-sentence punctuation, periods, commas, apostrophes, quotation marks, and colons. Level B has 24 cards because it also includes hyphens, semicolons, and parentheses. Cards begin with a usage summary and examples. Each of the cards contains 10 sentences. Students are asked to write words to be capitalized on their papers and add punctuation related to the card topic. If punctuation is needed, they must write the word preceding the punctuation mark, followed by the mark. This format allows students to focus on finding the corrections and writing those correctly. Most cards in level B also have a paragraph that follows the sentences. Students write the words needing capitals and the punctuation (word followed by mark).

Punctuation rules are more challenging. Mini-lessons related to each punctuation mark would be worthwhile. Quotation marks are particularly troublesome. The comma, due to the number of uses, should be covered in multiple lessons.

## ANSWER KEYS

The answer keys for this series have the complete sentences and paragraphs. The corrections that the students were asked to write on their papers are underlined (both punctuation marks and capital letters).

In order for students to master these skills, they should analyze errors in responses. In actuality, carelessness is a major reason that students do not write well. They can learn the rules and apply them, but it takes interest and care. Teachers must set high standards and expectations.

# MECHANICS & CARD CONTENTS

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Most mechanics rules are absolute. For instance, sentences and proper nouns begin with capital letters. Others have alternative acceptable styles, but a writer must be consistent in the style that is selected throughout a composition. Since a teacher or materials utilized in a classroom must teach concepts, students should be taught specific rules for handling these variable usages. Otherwise, they are likely to be inconsistent in their application.

## ALTERNATIVE MECHANICS OPTIONS AND TRICKY RULES

Style manuals and textbooks often have conflicting rules for capitalization and punctuation. Authors, reporters, and individuals use variable forms in their writing. Not only are alternate mechanics acceptable, rules change over time. The following are some of the inconsistencies.

- Some sources say to capitalize *president* and *vice president* (of the United States) to show respect, even when they are not used as a title before the name. This adds a dimension of confusion. Reading Manipulatives materials capitalize titles only if used before a name.
- Most sources use *African American* without a hyphen as a noun and with a hyphen as an adjective. Most sources also use *black* as a noun or adjective without capitalization.
- Semicolons were once the preferred punctuation mark to use when a conjunctive adverb transitioned to a second independent clause. However, most writers now use two sentences (as shown in this sentence). Shorter sentences without semicolons are easier to read.
- Plural possessives on words ending with *-s* are formed by adding *-’s* (*Jones’s*) or simply by adding an apostrophe (*Jones’*). Since it is wrong to add an *-s* on a word already ending in *-ss* (*Ross’s*), it makes sense to always add only the apostrophe.
- Commas before the *and* and last item in a series (*red, white, and blue*) are not used in most newspapers or magazines. However, for consistency and easier readability, this comma is recommended for students and in school materials.

These are other capitalization and punctuation rules that writers tend to have trouble with.

- Category names in proper nouns are not capitalized if they are not part of the name. For instance, the Sahara desert is called the Sahara, which is why desert is not capitalized.
- Category or general names (*gin rummy, pope, peregrine falcon*) are not capitalized. A dictionary should be consulted if unsure of whether or not a word is a proper noun.
- Most abbreviations do not need periods, adding a confusing inconsistency. Titles before and after names (*Mr., Jr.*), some places (*U.S.A., D.C.*), and hours (*a.m., p.m.*) have periods. State abbreviations (*AZ, NY, CA*), acronyms (*UFO, OK, CD*), companies or organizations (*FBI, NFL, IBM*) do not. In general, abbreviations should not be used in compositions.
- When possessives indicate individual ownership, all owners are written with *-’s* (*Mother’s and Father’s jobs*). If ownership is shared, only the last owner’s name has an *-’s* (*Mother and Father’s bank account*). Determine whether ownership is individual or joint.
- Plurals of numbers and letters are not written with apostrophes (*1950s, 30s, Ps and Qs, ABCs, M&Ms*). Apostrophes are reserved for possessives and contractions.

## NONFICTION CONTENT

In order to engage students, the card exercises are filled with fascinating facts and trivia. We cannot guarantee that all information is true since we could not verify the accuracy of our sources. Perhaps statements or facts that seem too far fetched to students will motivate them to further research their validity. The Internet makes this possible to do.

# PREPARING & MANAGING MATERIALS

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## CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Cut lines appear on one side of the card only. Scissors can be used to cut apart answer keys once the 11-inch cuts are made. Sharp scissors expedite preparation as long as cuts can be made with one motion.



## CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets or cards not yet completed, classroom organization is important. If using multiple sets of these individualized materials, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

## WALL CHARTS SUMMARIZING RULES

The charts that once accompanied this product were eliminated to reduce the product cost. However, these readable, accordion-style wall charts that summarize capitalization and punctuation rules can be downloaded free of charge from our web site. Student reference sheets are also available.

Copy the PDF files on cover stock. Optimally, a mini-lesson on each rule or groups of rules should be given and then the related charts posted. Charts remind students of the rules and help them to remember to apply them in all their assignments. Students are more apt to use proper capitalization and punctuation when they can reference charts or a personal reference sheet.

## CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments and check over every student's work.



## CAPITALIZATION/PUNCTUATION A CARDS

CAP-1A \_\_\_\_\_ CAP-7A \_\_\_\_\_ CAP-13A \_\_\_\_\_

CAP-2A \_\_\_\_\_ CAP-8A \_\_\_\_\_ CAP-14A \_\_\_\_\_

CAP-3A \_\_\_\_\_ CAP-9A \_\_\_\_\_ CAP-15A \_\_\_\_\_

CAP-4A \_\_\_\_\_ CAP-10A \_\_\_\_\_ CAP-16A \_\_\_\_\_

CAP-5A \_\_\_\_\_ CAP-11A \_\_\_\_\_ CAP-17A \_\_\_\_\_

CAP-6A \_\_\_\_\_ CAP-12A \_\_\_\_\_ CAP-18A \_\_\_\_\_

PUN-1A \_\_\_\_\_ PUN-7A \_\_\_\_\_ PUN-13A \_\_\_\_\_

PUN-2A \_\_\_\_\_ PUN-8A \_\_\_\_\_ PUN-14A \_\_\_\_\_

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