

# NoRedInk and Colorado Standards Map

Grades 3–4

noredink



## Standards Addressed in Grammar & Conventions Pathways

### Adjectives

#### 3.3.4.a.i

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

#### 3.3.4.a.v

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

#### 4.3.4.a.iv

Order adjectives within sentences according to conventional patterns (e.g., a *small red bag* rather than a *red small bag*).

### Adjectives vs. Adverbs

#### 3.3.4.a.i

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

#### 3.3.4.a.v

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

### Articles

#### 3–4.3.4.a

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Building Compound and Complex Sentences

#### 4.3.4.a.vii

Produce complete simple, compound, and complex sentences

#### 3.3.4.a.viii

Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions.

### Commas for Formatting

#### 3.3.4.b.ii

Use commas in addresses.

### Commonly Confused Words I

#### 4.3.4.a.ix

Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).

### Commonly Confused Words II

#### 4.3.4.a.ix

Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).

### Comparative vs. Superlative Adjectives and Adverbs

#### 3.3.4.a.v

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

## Contractions

### 3–4.3.4.b

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Embedding Quotations

### 3.3.4.b.iii

Use commas and quotation marks in dialogue.

### 4.3.4.b.ii

Use commas and quotation marks to mark direct speech and quotations from a text.

## Identifying Parts of Speech I

### 3.3.4.a.i

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

## Identifying Parts of Speech II

### 3.3.4.a.i

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

### 3.3.4.a.ii

Use abstract nouns (e.g., *childhood*).

## Identifying Sentences and Fragments

### 4.3.4.a.viii

Recognize and correct inappropriate fragments and run-ons.

## Identifying Subjects and Verbs

### 3.3.4.a.i

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

## Plural vs. Possessive Nouns

### 4.3.4.b.iv

Form and use possessives.

## Prepositional Phrases

### 4.3.4.a.v

Form and use prepositional phrases.

## Pronoun-Antecedent Agreement

### 3.3.4.a.v

Ensure pronoun-antecedent agreement.

## Punctuation with Conjunctions: Coordinating (FANBOYS)

### 4.3.4.a.vii

Produce complete simple, compound, and complex sentences.

### 4.3.4.b.iii

Use a comma before a coordinating conjunction in a compound sentence.

### 3.3.4.a.vii

Use coordinating and subordinating conjunctions.

### 3.3.4.a.viii

Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions.

## Punctuation with Conjunctions: Subordinating (SWABIs)

### 3.3.4.a.vii

Use coordinating and subordinating conjunctions.

### 3.3.4.a.viii

Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions.

## Rules of Capitalization I

### 3.3.4.b.i

Capitalize appropriate words in titles.

### 4.3.4.b.i

Use correct capitalization.

## Rules of Capitalization II

### 4.3.4.b.i

Use correct capitalization.

## Singular vs. Plural Possessives

### 4.3.4.b.iv

Form and use possessives.

## Verb Tense I: Simple Tenses

### 3.3.4.a.iii

Form and use regular and irregular verbs.

### 3.3.4.a.iv

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

## Verb Tense II

### 4.3.4.a.ii

Form and use the progressive (for example: *I was walking*; *I am walking*; *I will be walking*) verb tenses.

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