

NoRedInk and Arkansas Standards Map

Grades 3–4

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Standards Addressed in Grammar & Conventions Pathways

Adjectives

L.3.1.A

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

L.3.1.E

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

L.4.1.E

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

Adjectives vs. Adverbs

L.3.1.A

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

L.3.1.E

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

Articles

L.3–4.1

Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3/4 when writing or speaking.

Commas for Formatting

L.3.2.C

Use commas according to the conventions of standard English.

- Use a comma before a coordinating conjunction in a compound sentence.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.

Commonly Confused Words I and II

L.4.2.D

Spell grade-appropriate words correctly, consulting references as needed, including frequently confused words (e.g., *to, too, two; there, their*).

Comparative vs. Superlative Adjectives and Adverbs

L.3.1.E

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

Components of a Sentence I

L.3.1.H

Demonstrate command of simple sentences and produce compound sentences.

L.4.1.G

Form and use prepositional phrases.

L.4.1.H

Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons.

- Use independent clauses and coordinating conjunctions when writing a compound sentence.

Contractions

L.3.1.E

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

Embedding Quotations

L.3.2.C

Use commas according to the conventions of *standard English*.

- Use a comma before a coordinating conjunction in a compound sentence.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.

L.4.2.C

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

Identifying Parts of Speech I and II

L.3.1.A

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

L.3.1.B

Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).

Identifying Subjects and Verbs

L.3.1.A

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

Plural vs. Possessive Nouns

L.3.1.B

Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).

L.3.2.B

Form and use possessives with and without apostrophes, as appropriate (e.g., *girl's*, *boy's*, *her*, *his*, *their*, *its*, *students'*).

L.4.2.B

Use correct spelling of plurals and possessives in writing.

Punctuation with Conjunctions: Coordinating (FANBOYS)

L.3.2.C

Use commas according to the conventions of *standard English*.

- Use a comma before a coordinating conjunction in a compound sentence.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.

L.4.1.H

Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons.

- Use independent clauses and coordinating conjunctions when writing a compound sentence.

Rules of Capitalization I and II

L.3.2.A

Capitalize appropriate words in titles.

L.4.2.A

Use correct capitalization.

Singular vs. Plural Possessives

L.3.2.B

Form and use possessives with and without apostrophes, as appropriate (e.g., *girl's*, *boy's*, *her*, *his*, *their*, *its*, *students'*).

L.4.2.B

Use correct spelling of plurals and possessives in writing.

Verb Tense I: Simple Tenses

L.3.1.C

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

- Form and use the past tense of frequently occurring irregular verbs.

Verb Tense II: Perfect and Progressive Tenses

L.4.1.C

Form and use the progressive verb tenses (e.g., *I was walking*; *I am walking*; *I will be walking*).

Based on the Arkansas English Language Arts Standards (2016). Last updated January 13, 2020.