

NoRedInk and Texas State Standards Map

Grades 3–5

noredink



Standards Addressed in NoRedInk's Grammar & Conventions Pathways

Adjectives

3.22.A.iii

Use and understand the function of adjectives (e.g., descriptive: wooden, rectangular; limiting; this, that; articles: a, an, the) in the context of reading, writing, and speaking.

4.20.A.iii

Use and understand the function of adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) in the context of reading, writing, and speaking.

5.20.A.iii

Use and understand the function of adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) in the context of reading, writing, and speaking.

Adjectives vs. Adverbs

3.22.A.iii

Use and understand the function of adjectives (e.g., descriptive: wooden, rectangular; limiting; this, that; articles: a, an, the) in the context of reading, writing, and speaking.

3.22.A.iv

Use and understand the function of adverbs (e.g., time: before, next; manner: carefully, beautifully) in the context of reading, writing, and speaking.

Adjectives vs. Adverbs (continued)

4.20.A.iii

Use and understand the function of adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) in the context of reading, writing, and speaking.

4.20.A.iv

Use and understand the function of adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) in the context of reading, writing, and speaking.

5.20.A.iii

Use and understand the function of adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) in the context of reading, writing, and speaking.

5.20.A.iv

Use and understand the function of adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) in the context of reading, writing, and speaking.

Articles

3.22.A.iii

Use and understand the function of adjectives (e.g., articles: a, an, the) in the context of reading, writing, and speaking.

Building Compound and Complex Sentences

3.22.A.vii

Use and understand the function of coordinating conjunctions (e.g., and, or, but) in the context of reading, writing, and speaking.

3.22.C, 4–5.20.C

Use complete simple and compound sentences with correct subject-verb agreement.

4–5.21.C.i

Recognize and use punctuation marks including commas in compound sentences.

5.20.A.vii

Use and understand the function of subordinating conjunctions (e.g., while, because, although, if) in the context of reading, writing, and speaking.

Capitalizing and Formatting Titles

4.21.B.ii

Use capitalization for titles of books, stories, and essays.

5.21.C

Use proper mechanics including italics and underlining for titles and emphasis.

Choosing the Appropriate Conjunctions

3.22.A.vii

Use and understand the function of coordinating conjunctions (e.g., and, or, but) in the context of reading, writing, and speaking.

3.22.C, 4–5.20.C

Use complete simple and compound sentences with correct subject-verb agreement.

4.21.C.i, 5.21.B.i

Recognize and use punctuation marks including commas in compound sentences.

5.20.A.vii

Use and understand the function of subordinating conjunctions (e.g., while, because, although, if) in the context of reading, writing, and speaking.

Commas for Formatting

3.23.C.ii

Recognize and use punctuation marks including commas in series and dates.

Commonly Confused Words

4.22.C

Spell commonly used homophones (e.g., there, they're, their; two, too, to).

5.22.C

Differentiate between commonly confused terms (e.g., its, it's; affect, effect).

Comparative vs. Superlative Adjectives and Adverbs

4.20.A.iii

Use and understand the function of adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest) in the context of reading, writing, and speaking.

5.20.A.iii

Use and understand the function of adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) in the context of reading, writing, and speaking.

Components of a Sentence I and II

3.22.B, 4–5.20.B

Use the complete subject and the complete predicate in a sentence.

3.22.C, 4–5.20.C

Use complete simple and compound sentences with correct subject-verb agreement.

3.22.A.v

Use and understand the function of prepositions and prepositional phrases in the context of reading, writing, and speaking.

Components of a Sentence I and II (continued)

3.22.A.vii

Use and understand the function of coordinating conjunctions (e.g., and, or, but) in the context of reading, writing, and speaking.

4–5.20.A.v

Use and understand the function of prepositions and prepositional phrases to convey location, time, direction, or to provide details in the context of reading, writing, and speaking.

5.20.A.vii

Use and understand the function of subordinating conjunctions (e.g., while, because, although, if) in the context of reading, writing, and speaking.

Contractions

3.23.C.i

Recognize and use punctuation marks including apostrophes in contractions and possessives.

3.24.F

Spell complex contractions (e.g., should've, won't).

Embedding Quotations

4.21.C.ii

Recognize and use punctuation marks including quotation marks.

5.21.B.ii

Recognize and use punctuation marks including proper punctuation and spacing for quotations.

Plural vs. Possessive Nouns

3.24.B

Spell words with more advanced orthographic patterns and rules.

4.22.A.i–ii

Spell words with plural rules (e.g., words ending in f as in leaf, leaves; adding -es) and irregular plurals (e.g., man/men, foot/feet, child/children).

Pronoun Case

3.22.A.vi

Use and understand the function of possessive pronouns (e.g., his, hers, theirs) in the context of reading, writing, and speaking.

4.20.A.vi

Use and understand the function of reflexive pronouns (e.g., myself, ourselves) in the context of reading, writing, and speaking.

Pronoun-Antecedent Agreement

5.20.A.vi

Use and understand the function of indefinite pronouns (e.g., all, both, nothing, anything) in the context of reading, writing, and speaking.

Punctuation with Conjunctions: All

3.22.A.vii

Use and understand the function of coordinating conjunctions (e.g., and, or, but) in the context of reading, writing, and speaking.

4.20.A.vii

Use and understand the function of correlative conjunctions (e.g., either/or, neither/nor) in the context of reading, writing, and speaking.

5.20.A.vii

Use and understand the function of subordinating conjunctions (e.g., while, because, although, if) in the context of reading, writing, and speaking.

Rules of Capitalization I and II

3.23.B

Use capitalization for geographical names and places, historical periods, and official titles of people.

4.21.B.ii–iii

Use capitalization for titles of books, stories, and essays; and languages, races, and nationalities.

Subject-Verb Agreement I and II

3.22.C, 4-5.20.C

Use complete simple and compound sentences with correct subject-verb agreement.