A Grammar Journey: 3-5 Road Map

Third to Fifth Grade		Language Standard 1
L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**	**L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
L.3.1.A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		**L.5.1.A:** Explain the function of conjunctions, prepositions, and interjections in general and their functions in particular sentences.
101, 102, 103, 104, 107, pp. 47-49, 203, 204, 206, 402, 403, 406, 407, 408, 409, 410, 411, 421, 422, 423, 424, 426, 427, pp. 142-144, 503, 504, 505, 510, 511		323, 324, 325, 326, 327, 601, 604, 605, 606, 607, 608, 609, 611, 612,
L.3.1.B: Form and use regular and irregular plural nouns. **L.3.1.C:** Use abstract nouns (e.g., childhood).	**L.4.1.A:** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	
005, 108, 109, 110, 111, 112, 113, 116, 117	pp. 149-152	
L.3.1.D: Form and use regular and irregular verbs. **L.3.1.E:** Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	**L.4.1.B:** Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	**L.5.1.B:** Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
207, 211, 212, 213, 214, 218, 219, 220	224, 225	223
	L.1.4.C: Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	**L.5.1.C:** Use verb tense to convey various times, sequences, states, and conditions.

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Third to Fifth Grade		Language Standard 1
	p. 82	210, 216, 219, 222, 223, 224, 228
L.3.1.F: Ensure subject-verb and pronoun-antecedent agreement.*		**L.5.1.D:** Recognize and correct inappropriate shifts in verb tense.*
006, 016, 018, 611, pp. 142-144, 503, 504, 505		233
L.3.1.G: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**L.4.1.D:** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	
412, 413, 414, 415, 416	402, 404	
L.3.1.H: Use coordinating and subordinating conjunctions.	**L.4.1.E:** Form and use prepositional phrases.	**L.5.1.E:** Use correlative conjunctions (e.g., *either/or, neither/nor*).
320, 321, 323, 324, 325, 326	604, 605, 606, 607, 609, 611, 612	320
L.3.1.I: Produce simple, compound, and complex sentences.	**L.4.1.F:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
013, 014, 022, 307, 308, 309, 310, 311, 312, 317, 320, 321, 704, 705, 714, 715	009, 010, 313, 315, 316, 318, 319	
	L.4.1.G: Use frequently confused words (e.g., *to, too, two; there, their*).*	
	801, 802	

A Grammar Journey: 3-5 Road Map

Third to Fifth Grade		Language Standard 2
L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**	**L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
L.3.2.A: Capitalize appropriate words in titles.	**L.4.2.A:** Use correct capitalization.	
702	Section 700	
L.3.2.B: Use commas in addresses.		**L.5.2.A:** Use punctuation to separate items in a series.*
713		707, 708
L.3.2.C: Use commas and quotation marks in dialogue.	**L.4.2.B:** Use commas and quotation marks to mark direct speech and quotations from a text.	**L.5.2.B:** Use a comma to separate an introductory element from the rest of the sentence.
710, 733	710, 737	706
	L.4.2.C: Use a comma before a coordinating conjunction in a compound sentence.	**L.5.1.C:** Use a comma to set off the words yes and no (e.g., *Yes, thank you)*, to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
	311, 316, 320, 704	709

A Grammar Journey: 3-5 Road Map

Third to Fifth Grade		Language Standard 2
L.3.2.D: Form and use possessives.		**L.5.1.D:** Use underlining, quotation marks, or italics to indicate titles of works.
722, 723, 724		729, 732
L.3.2.E: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	**L.4.2.D:** Spell grade-appropriate words correctly, consulting references as needed.	**L.5.1.E:** Spell grade-appropriate words correctly, consulting references as needed.
907-910	905, 906	910
L.3.2.F: Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.		
901, 902, 903, 904, 906, 911, 916, 918		
L.3.2.G: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

A Grammar Journey: 3-5 Road Map

Third to Fifth Grade		Language Standard 3
L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.A: Choose words and phrases for effect.*	**L.4.3.A:** Choose words and phrases to convey ideas precisely.*	**L.5.3.A:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
110, 111, 203, 204, 205, 206, 207, 409		309, 310, 311, 312, 313, 315, 316, 318
	L.4.3.B: Choose punctuation for effect.*	
	Section 700	
L.3.3.B: Recognize and observe differences between the conventions of spoken and written standard English.	**L.4.3.C:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**L.5.3.B:** Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.