

## CCS.L192: Grammar Command Cards

### Grade 1

Through color-coded cards and interactive command sentences, students practice identifying and using parts of speech (nouns, verbs, adjectives, etc.) in both writing and oral tasks.

- **CCSS.L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Children follow and give commands using various verb tenses, enhancing their understanding of action words and time concepts.

- **CCSS.L.1.1E:** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Following command sentences builds listening comprehension, auditory memory, and verbal response skills.

- **CCSS.L.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Grade 2

Students use a hands-on method to identify and categorize different parts of speech (e.g., adjectives, pronouns, conjunctions), supporting grammar comprehension through manipulation and creation.

- **CCSS.L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grammar color coding helps students explore nuanced grammar rules by grouping and labeling different word forms for deeper understanding.

- **CCSS.L.2.1A-F:**
  - Use collective nouns.
  - Form and use frequently occurring irregular plural nouns
  - Use reflexive pronouns.
  - Form and use the past tense of frequently occurring irregular verbs.

### Grade 3

**This level introduces more abstract grammar analysis (e.g., prepositions, conjunctions, interjections), which students practice through sentence creation and command-following.**

- **CCSS.L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Encourages thoughtful word selection and classification, especially when children write their own words on blank cards.**

- **CCSS.L.3.5A:** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**Students visually organize sentence structure and grammar components, which supports metalinguistic awareness and sentence fluency.**

- **CCSS.L.3.1A-H:**
  - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - Form and use regular and irregular plural nouns.
  - Use abstract nouns (e.g., childhood).
  - Ensure subject-verb and pronoun-antecedent agreement.