

Kindergarten Grammar

Curriculum/Content Area:	Course Length: One Year
Course Title: Kindergarten Literacy	Date last reviewed: 2013
Prerequisites: N/A	Board approval date:
Primary Resource: TBD <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i>	

Desired Results

Course description and purpose:Course description and purpose:

Grammar consists of a description of all the elements in a language. It is the art of speaking or writing with correctness. Students will develop and demonstrate command of the conventions of standard English grammar and usage when reading, writing, speaking and listening.

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Correct grammar helps to clarify a writer's message. • Correct grammar helps a reader interpret meaning. • An understanding of how language works helps students become effective readers, writers, speakers, and listeners. 	<ul style="list-style-type: none"> • In what ways can a writer's message be impacted by grammatical correctness or incorrectness? • In what ways can a reader use grammar to make sense of what they are reading?

Priority Standards - Anchor Standards
<p>Wisconsin Standards for English Language Arts</p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p>

WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *K-12*

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print *K-1*

WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - Kindergarten

Wisconsin Standards for English Language Arts

WI.ELA.R1: With prompting and support, ask and answer questions about key details in text.

WI.ELA.R4: Ask and answer questions about unknown words in a text.

WI.ELA.R10: Actively engage in group reading activities with purpose and understanding.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.

- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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Standards:

Wisconsin Standards for English Language Arts

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking..

- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

Supporting Standards:

WI.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.K.2)

- a. Capitalize the first word in a sentence and the pronoun.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Learning Targets:

I can use words that name people, places, and things. (L.K.1b)

I can add s or es to a word to show more than one when I talk (e.g., dog, dogs; wish, wishes). (L.K.1c)

I can use action words. (L.K.1b)

I can understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (L.K.1d)

I can use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (L.K.1e)
I can produce and expand complete sentences in shared language activities. (L.K.1f)

I can use capitalization, punctuation, and spelling when writing. (L.K.2)
I can capitalize the first word in a sentence and the word I. (L.K.2a)
I can recognize and name periods, question marks, and exclamation points. (L.K.2b)
I can write a letter or letters for most consonant sounds. (L.K.2c)
I can write a letter for letters for most short-vowel sounds. (L.K.2c)
I can spell simple words by sounding them out. (L.K.2d)

Assessment Evidence:

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources

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