

First Grade Grammar

Curriculum/Content Area: Grammar	Course Length: One Year
Course Title: First Grade Literacy	Date last reviewed: N/A
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: 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</p>

style are appropriate to task, purpose, and audience. (Includes W.1-3). K-5

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 - 1st Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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 grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).

- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

First Grade Grammar

Standards

WI.ELA-LITERACY.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Supporting Standards

WI.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.

Learning Targets

- I can use common and proper nouns. (L.1.1b)
- I can use apostrophe + s to show ownership. (L.1.1b)
- I can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c)
- I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (L.1.1d)
- I can 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). (L.1.1e)
- I can use frequently occurring adjectives. (L.1.1f)
- I can use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1g)
- I can use determiners (e.g., articles, demonstratives). (L.1.1h)
- I can use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i)
- I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)

- I can capitalize dates and names of people. (L.1.2a)
- I can use end punctuation for sentences. (L.1.2b)
- I can use commas in dates. (L.1.2c)
- I can use commas to separate words in a series. (L.1.2c)

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students

--