Yearlong GRAMMAR unit

Content Area: **English**
Course(s):
Time Period: **September**
Length: **yearlong**
Status: **Published**

Unit Overview

This unit is to be taught as lessons wherever they fit within the writing units, not as a stand alone unit. Each lesson and mini-lesson covers various grammar and convention topics with mento texts.

Enduring Understandings

There are grammar and writing conventions that need to be followed in order to be a clear communicator in the English Language.

Essential Questions

What Eglish Grammar and writing conventions does a writer need to follow in order to be a clear communicator?

Instructional Strategies & Learning Activities

Text Layout
Lesson 1: Interactive Read-Aloud
Every Word Has Its Place uses The Pigeon Wants a Puppy! by Mo Willems.
Rationale: As students develop as readers and writers, they begin to notice the different ways writers use pictures and print to tell their stories. Students will learn how print and pictures can be used to ignite readers' interests, to convey meaning, and to entertain.
Common Core State Standards: RF.K.1, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 2: Mini-Lesson
The Spaces Between Words uses various text selections from the classroom library to model spaces between words.
Rationale: Readers and writers develop a clear understanding of the organization and basic features of print as they practice reading and writing. Students will recognize that writers include spaces between words to help readers understand the writers' messages and gain meaning from the text.

Common Core State Standards: RF.K.1, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.8

Capitalization
Lesson 1: Interactive Read-Aloud
Let's Take a Look! uses Matthew A.B.C. by Peter Catalanotto.
Rationale: Students develop as readers and writers as they begin to notice and analyze the differences between capital, or uppercase, letters and lowercase letters. Students will identify capital and lowercase letters and will begin to notice how capital letters are formed.
Common Core State Standards: L.K.2, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 2: Interactive Read-Aloud
Being First Is Important uses If You Were a Capital Letter by Trisha Speed Shaskan.
Rationale: Kindergarten students learn how to write their names correctly, with the first letter capitalized. Students will recognize that everyone's first, middle, and last names begin with capital letters.
Common Core State Standards: L.K.2, RI.K.1, SL.K.1, SL.K.4, SL.K.6

Mentor Texts
David Gets in Trouble
by David Shannon
If You Were a Capital Letter
by Trisha Speed Shaskan
If You Were a Noun
by Michael Dahl
Lucky Song
by Vera B. Williams
Matthew A.B.C.
by Peter Catalanotto
Max's Words
by Kate Banks
My Mom
by Anthony Browne
The Pigeon Wants a Puppy!
by Mo Willems
So Much!
by Trish Cooke
Yo! Yes?
by Chris Raschka
Shared Texts
"A Baseball Kind of Day"
"A Cloudy Day"
"My Birthday Party"

Lesson 3: Interactive Read-Aloud

"I" Stands Tall uses So Much! by Trish Cooke.
Rationale: Students take another step in their development as readers and writers when they begin to notice that
the word "I" is always written with a capital letter. Students will remember to use a capital letter every time they
write the word "I."
Common Core State Standards: L.K.2, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 4: Mini-Lesson
Let's Hunt for Capitals uses If You Were a Capital Letter by Trisha Speed Shaskan.
Rationale: Readers and writers recognize how rules for capitalization help them understand and communicate clear
meanings. Students will recognize, form, and use capital letters in the first letter of first, middle, and last names and
in the word "I." Students will also be exposed to one additional use of capital letters: the first letter of the first word
in a sentence.
Common Core State Standards: L.K.2, RI.K.1, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.5, W.K.8

Lesson 5: Mini-Lesson
Days and Months Are Important, Too! uses If You Were a Capital Letter by Trisha Speed Shaskan.
Rationale: Kindergarten students add to their capitalization toolbox by noticing additional rules connected to capitalization. Students will recognize that capital letters are also found in the first letters of days of the week and
months of the year.
Common Core State Standards: L.K.2, RI.K.1, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.5, W.K.8

Punctuation
Lesson 1: Interactive Read-Aloud
What Do We Notice About the End of a Sentence? uses Yo! Yes? by Chris Raschka.
Rationale: Writers use end marks—periods, exclamation points, and question marks—to add meaning to their sentences. Readers need end marks to help them know when to stop and how to say the words. Students will begin to notice and recognize end marks and the effects they have on readers.
Common Core State Standards: L.K.2, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.5

Lesson 2: Interactive Read-Aloud
Notice and Name End Marks uses David Gets in Trouble by David Shannon.
Rationale: Writers use periods, question marks, and exclamation points to identify sentences that simply tell, that
ask a question, or that show excitement or emotion. These end marks also tell readers when to pause and how to
read the words. Students will continue to notice and recognize end marks and the effects they have on how we understand and read words and sentences.
Common Core State Standards: L.K.2, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 3: Mini-Lesson
Let's Think About Punctuation uses Yo! Yes? by Chris Raschka and David Gets in Trouble by David

Shannon.
Rationale: Writers make choices about what end marks to use when they write in order to convey clear messages
to their readers. Students will recognize and begin to use periods, question marks, and exclamation points when
they listen, read, and write.
Common Core State Standards: L.K.2, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.5

Parts of Speech
Lesson 1: Interactive Read-Aloud
Looking for Nouns uses If You Were a Noun by Michael Dahl.
Rationale: Kindergarten students often learn through the environmental print we display in our classrooms. We
label and name important places and things around our classroom and school. We also introduce our students to new students and staff members in the building. Students will learn that the people, places, and things in their
surroundings are called nouns.
Common Core State Standards: L.K.1, RI.K.1, RI.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 2: Mini-Lesson
Naming Words Are Called Nouns uses David Gets in Trouble by David Shannon.
Rationale: Readers and writers recognize and use nouns in order to convey and understand the "who," "what," and "where" in texts. Students will recognize that nouns name the people, places, and things in their school environment.
Common Core State Standards: L.K.1, RI.K.1, RI.K.3, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.8

Lesson 3: Mini-Lesson
Name My Noun uses cards with nouns on them for a guessing game.
Rationale: Writers recognize, name, and use nouns in order to show readers people, places, and things. Students
will recognize that nouns are words that name things and that they are important building blocks for sentences.
Common Core State Standards: L.K.1, SL.K.1, SL.K.4, SL.K.6, W.K.8

Lesson 4: Interactive Read-Aloud
Words Paint a Picture in Your Mind uses My Mom by Anthony Browne.
Rationale: Writers use modifiers or adjectives to paint compelling, vibrant pictures in their readers' minds. Students
will begin to notice and recognize the role that adjectives play in helping writers create sentences that let readers
see, feel, and experience the text.
Common Core State Standards: L.K.1, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 5: Mini-Lesson
Your Attention, Please uses My Mom by Anthony Browne.
Rationale: Writers use specific nouns and strong adjectives or modifiers in order to create engaging images that
will grab and hold their readers' attention. Students will begin to explore how these specific words work

together to
create images in their readers' minds and make a story more fun and interesting to read.
Common Core State Standards: L.K.1, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 6: Mini-Lesson
Verbs Convey Action! uses So Much! by Trish Cooke and the shared text "A Baseball Kind of Day."
Rationale: Writers use verbs to convey the actions of the characters in their stories. Students will learn how the part of speech called a verb helps show the action of the story and make the events come alive.
Common Core State Standards: L.K.1, L.K.5, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.8

Lesson 7: Interactive Read-Aloud
Tense Makes a Difference uses Lucky Song by Vera B. Williams.
Rationale: Writers use verb tenses to inform their readers about whether things happen in the past, present, or future. Students will begin to notice the differences between sentences written in the past tense and sentences written in the present tense.
Common Core State Standards: L.K.1, L.K.5, RL.K.1, RL.K.3, SL.K.1, SL.K.4, SL.K.6

Lesson 8: Mini-Lesson
The Past, the Present, and the Future uses Lucky Song by Vera B. Williams and Matthew A.B.C. by Peter Catalanotto.
Rationale: Writers tell stories in the past, present, or future tenses so readers know when things happen. Students
will begin to notice the differences among the past, the present, and the future tenses. With practice, they will then
remember to use these tenses correctly when speaking, when writing stories, and when sharing ideas.
Common Core State Standards: L.K.1, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.8

Sentence Structure
Lesson 1: Interactive Read-Aloud
Interesting Words Help Make Interesting Sentences uses Max's Words by Kate Banks.
Rationale: Kindergarten students are collecting new words all the time. In this lesson, students will begin to notice
how writers put words together to create interesting—and sometimes hilarious—sentences.
Common Core State Standards: L.K.1, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.8

Lesson 2: Mini-Lesson
Frequently Occurring Prepositions uses a list of common prepositions.
Rationale: Writers link prepositions to nouns and pronouns, usually to indicate temporal or spatial relationships.
Students will learn about the prepositions they frequently use in their own conversations, as well as the kinds of
prepositions that appear in the books they read.
Common Core State Standards: L.K.1, SL.K.1, SL.K.4, W.K.8

Culminating Mini-Lesson
Culminating Mini-Lesson uses all of the mentor texts from the unit and the shared texts "A Cloudy Day" and "My

Birthday Party."
Rationale: Students have spent time this school year learning about grammar and conventions. For this lesson, students will use all they now know to create interesting and engaging sentences that are worth feeling proud of
and celebrating.
Common Core State Standards: L.K.1, L.K.2, RL.K.1, RI.K.1, SL.K.1, SL.K.4, SL.K.6, W.K.3, W.K.5, W.K.8

Integration of career readiness, life literacies and key skills

P.1	Act as a responsible and contributing community members and employee.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

Technology and Design Integration

Students will interact with the lessons using the Smartboard.

Utilize programs on the IPad.

Use websites to display literature in various ways for example www.storylineonline.net

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

English language grammar and writing conventions are necessary in all disciplines.

Differentiation

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

- Understand that gifted students, just like all students, come to school to learn and be challenged.

- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to use more sophisticated grammar conventions in their writing.

For Gifted:

Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum. Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading. Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning. Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness. Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high. Avoid drill and practice activities. Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material. Encourage students to make transformations- use a common task or item in a different way. From http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

EP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored as deemed necessary.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Student Performance Checklist

Teacher Observation

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Writing practice and worksheets

Teacher conferences

Teacher Observations

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Assessments on grammar and writing conventions as developed in the units.

Teacher made assessments for grammar and writing conventions.

Instructional Materials

Schoolwide, Inc. "Grammar grade Kindergarten" teacher instructional unit

Mentor texts as noted in lessons above.

Additional instructional worksheets and lessons as deemed needed by individuals and classes.

Smartboard tutorials

Standards

LA.K.CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K.CCSS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.K.CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LA.K.CCSS.ELA-Literacy.L.K.1a	Print many upper- and lowercase letters.
LA.K.CCSS.ELA-Literacy.L.K.1b	Use frequently occurring nouns and verbs.
LA.K.CCSS.ELA-Literacy.L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.K.CCSS.ELA-Literacy.L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.K.CCSS.ELA-Literacy.L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by,

	with).
LA.K.CCSS.ELA-Literacy.L.K.1f	Produce and expand complete sentences in shared language activities.
LA.K.CCSS.ELA-Literacy.L.K.2a	Capitalize the first word in a sentence and the pronoun I.
LA.K.CCSS.ELA-Literacy.L.K.2b	Recognize and name end punctuation.
LA.K.CCSS.ELA-Literacy.L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.K.CCSS.ELA-Literacy.L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.K.CCSS.ELA-Literacy.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.K.CCSS.ELA-Literacy.L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LA.K.CCSS.ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.K.CCSS.ELA-Literacy.L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LA.K.CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.K.CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LA.K.CCSS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.K.CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.K.CCSS.ELA-Literacy.RF.K.1a	Follow words from left to right, top to bottom, and page by page.
LA.K.CCSS.ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.K.CCSS.ELA-Literacy.RF.K.1c	Understand that words are separated by spaces in print.
LA.K.CCSS.ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
LA.K.CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.K.CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.K.CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.K.CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
LA.K.CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.K.CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.K.CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.K.CCSS.ELA-Literacy.SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LA.K.CCSS.ELA-Literacy.SL.K.1b	Continue a conversation through multiple exchanges.