**Curriculum Calendar for Grammar Across the Writing Process: Kindergarten**

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| **Grade K MAISA Writing Units** | **Oral Language** | **Launching the Writing Workshop** | **Label & List in a Content Area** | **Pattern Books** | **Growing as Small Moment Writers** | **Opinion Letter** | **How-To Books** | **Informational Writing** |
| **Generating**  **G.R.R.**  **“By”**  **(hold accountable)** |  |  |  | **L.K.1b**  **Use frequently occurring nouns and verbs**  **L.K.1c**  **Form regular plural nouns orally by adding /s/ or /es/** | **L.K.1d**  **Understand and use question words (interrogatives)**  **L.K.1e**  **Use the most frequently occurring prepositions** | **L.K.2a**  **Capitalize the first word in a sentence and the pronoun *I***  **L.K.2b**  **Recognize and name end punctuation**  **L.K.5a**  **Sort common objects into categories to gain a sense of the concepts the categories represent** | **L.K.2c**  **Write a letter or letters for most consonant and short vowel sounds (phonemes)**  **L.K.2d**  **Spell simple words phonetically, drawing on knowledge of sound-letter relationships** | **L.K.5b**  **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (antonyms)** |
| **Drafting**  **G.R.R.**  **“With”**  **(during conferring)** |  |  | **L.K.1b**  **Use frequently occurring nouns and verbs**  **L.K.1c**  **Form regular plural nouns orally by adding /s/ or /es/** | **L.K.1d**  **Understand and use question words (interrogatives)**  **L.K.1e**  **Use the most frequently occurring prepositions** | **L.K.2a**  **Capitalize the first word in a sentence and the pronoun *I***  **L.K.2b**  **Recognize and name end punctuation**  **L.K.5a**  **Sort common objects into categories to gain a sense of the concepts the categories represent** | **L.K.2c**  **Write a letter or letters for most consonant and short vowel sounds (phonemes)**  **L.K.2d**  **Spell simple words phonetically, drawing on knowledge of sound-letter relationships** | **L.K.5b**  **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (antonyms)** | **L.K.5d**  **Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meaning.** |
| **Revision**  **G.R.R.**  **“To”**  **(during minilesson)** | **L.K.1 b-f**  **orally** | **L.K.1b**  **Use frequently occurring nouns and verbs**  **L.K.1c**  **Form regular plural nouns orally by adding /s/ or /es/** | **L.K.1d**  **Understand and use question words**  **L.K.1e**  **Use the most frequently occurring prepositions** | **L.K.2a**  **Capitalize the first word in a sentence and the pronoun *I***  **L.K.2b**  **Recognize and name end punctuation**  **L.K.5a**  **Sort common objects into categories to gain a sense of the concepts the categories represent** | **L.K.2c**  **Write a letter or letters for most consonant and short vowel sounds (phonemes)**  **L.K.2d**  **Spell simple words phonetically, drawing on knowledge of sound-letter relationships** | **L.K.5b**  **Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. (antonyms)** | **L.K.5d**  **Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meaning.** |  |

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| **Editing skills to be taught explicitly and used within each unit:** | **L.K.2d**  **Spell simple words phonetically, drawing on knowledge of sound-letter relationships** |

**G.R.R.= GRADUAL RELEASE OF RESPONSIBILITY:**

* *Each new Language (grammar) CCSS is introduced in the “Revision” section (row), and then moves up to the “Drafting” section (row) in the next unit/column, and finally the “Generating/Notebook” section (row) of the subsequent unit/column. Therefore, students have three explicit exposures to each Language CCSS in stair step order*
* *This works much like the Gradual Release of Responsibility. This means that as student/teachers move up and over the rows and columns, teachers are gradually releasing responsibility regarding that particular Language CCSS to the students*
* *Therefore, each Language CCSS is introduced only in the “Revision” section, with not one being repeated across that row; this is the teaching “TO” row*
* *The next row, “Drafting”, is the “WITH” row; when the CCSS makes it to this row on the second exposure, this would be a great time to touch on these skills in individual and group conferences as well as quick mid-workshop teaching points*
* *By the third exposure to a Language CCSS, students are in the “BY” row; this is a good time to post these CCSS as things that we expect students to be able to do independently and then we hold them accountable to that expectation. In other words, by the third exposure, students should be able to incorporate these tasks even at the “Generating” step (row). We can hold them accountable (and teach them to hold themselves accountable) by posting these standards, checking in on them during individual conferring, expecting them on Revising/Editing Checklists, and supporting students through individual goal setting.*

**LANGUAGE CCSS NOT IN THIS CURRICULUM CALENDAR:**

* **L.K.1a-** Handwriting- hold students accountable in writing (writing workshop)
* **L.K.1a Print many upper and lower case letters**
* **L.K.1-** Integrate into oral language instruction, in addition to where you see them in the calendar
* **L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
* **L.K.3-** Begins in grade 2
* **L.K.4-** Integrated: Reading workshop, phonics, word work…
* **L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and**

**content.**

* **L.K.5a&c-** Reading workshop
* **L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.**
* **L.K.6-** Integrated: Reading workshop, phonics…
* **Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

Support documents and information modified from bit.ly/grammarthattransfers (then click documents) 2015 COOR ISD Literacy Committee