

**Progression of Acquisition of Grammatical Elements in Grades K-6
(created by Alberta Ministry of Education, Canada)**

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to use, in modelled situations ¹ , the following grammatical elements:			
<ul style="list-style-type: none"> - definite nominative articles of familiar nouns - <i>sein, haben</i> (1st, 2nd, 3rd person singular, present tense) - <i>dürfen, können</i> (1st person singular, present tense) 	<ul style="list-style-type: none"> - <i>sein & haben</i> (1st, 2nd, 3rd person singular and plural, present tense) - <i>dürfen, können, müssen</i> (1st, 2nd, 3rd person singular, present tense) - simple questions using <i>wer, wie, was, wo</i> 	<ul style="list-style-type: none"> - plural of nouns - compound nouns - indefinite nominative articles - noun and verb agreement for plural nouns - possessive pronouns <i>mein</i> and <i>dein</i> - verbs (infinitive and 1st person singular, present tense) - negation (<i>nicht, kein</i>) - prepositions to define spatial relationships 	<ul style="list-style-type: none"> - possessive pronouns <i>sein</i> and <i>ihr</i> - verbs (complete conjugation) - <i>möchten, wollen, sollen</i> (1st, 2nd, 3rd person singular, present tense) - <i>mögen</i> vs. <i>möchten</i>, - inversion for questions (<i>Hast du . . .?</i>) and adverbs of time and place (<i>Heute ist es . . .</i>) - verb position in subordinate clause (<i>dass, weil</i>) - comparison of adjectives
Students will be able to use, in structured situations ² , the following grammatical elements:			
	<ul style="list-style-type: none"> - definite nominative articles of familiar nouns 	<ul style="list-style-type: none"> - <i>sein, haben, dürfen, können, müssen</i> (present tense) - simple questions using <i>wer, wie, was, wo</i> 	<ul style="list-style-type: none"> - plural of nouns - compound nouns - indefinite nominative articles - possessive pronouns <i>mein</i> and <i>dein</i> - verbs (infinitive) - <i>sein</i> and <i>haben</i> (present tense) - negation (<i>nicht, kein</i>) - noun and verb agreement for plural nouns - prepositions to define spatial relationships
Students will be able to use, independently and consistently ³ , the following grammatical elements:			
		<ul style="list-style-type: none"> - definite nominative articles of familiar nouns 	

Grade 4	Grade 5	Grade 6
Students will be able to recognize and use, in modelled situations , the following grammatical elements:		
<ul style="list-style-type: none"> - personal pronouns in the accusative and dative - possessive pronouns (<i>unser, euer,</i> 	<ul style="list-style-type: none"> - future tense - formal address (<i>Gehen Sie...</i>) - sentence structure–dative 	<ul style="list-style-type: none"> - all possessive pronouns in accusative and dative - relative clauses in nominative (<i>Die</i>

<p><i>ihr</i>)</p> <ul style="list-style-type: none"> - tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) - familiar separable verbs - imperative (singular–<i>Geh!</i>, plural–<i>Geht!</i>) - sentence structure–subject and accusative object - prepositions with accusative only and dative only 	<p>object</p> <ul style="list-style-type: none"> - prepositions with both dative and accusative 	<p><i>Katze, die...</i>)</p> <ul style="list-style-type: none"> - adjectival endings
<p>Students will be able to use, in structured situations, the following grammatical elements:</p>		
<ul style="list-style-type: none"> - definite and indefinite articles in the accusative - possessive pronouns (<i>mein, dein, sein, ihr</i>) - verb position in subordinate clause (<i>dass, weil</i>) - verbs–complete conjugation including modals in present tense - inversion for questions (<i>Hast du...?</i>) and adverbs of time and place (<i>Heute ist es...</i>) - comparison of adjectives 	<ul style="list-style-type: none"> - definite and indefinite articles in the accusative - personal pronouns–accusative and dative - possessive pronouns (all) - tense: present perfect (<i>Perfekt: bin gegangen, habe gesehen</i>) and past tense (<i>Präteritum: ging, sah</i>) including modals - familiar separable verbs - imperative (singular–<i>Geh!</i>, plural–<i>Geht!</i>) - sentence structure–subject and accusative object - verb position in subordinate clause (<i>dass, weil, als</i>) - inversion for questions (<i>Hast du. ...?</i>) and adverbs of time and place (<i>Heute ist es...</i>) - prepositions with accusative only and dative only - comparison of adjectives 	<ul style="list-style-type: none"> - personal pronouns (accusative and dative) - familiar separable verbs - verb conjugation including modals in present, perfect and past tenses - future tense - imperative (singular, plural and formal) - formal address - sentence structure (subject, accusative object and dative object) - prepositions with dative and accusative
<p>Students will be able to use, independently and consistently, the following grammatical elements:</p>		
<ul style="list-style-type: none"> - definite and indefinite articles in the nominative - plural of nouns - prepositions to define spatial relationships 		<ul style="list-style-type: none"> - definite and indefinite articles in the accusative - verb conjugation including modals in present tense - imperative (singular–<i>Geh!</i>, plural–<i>Geht!</i>) - inversion for questions (<i>Hast du ...?</i>) and adverbs of time and place (<i>Heute ist es ...</i>) - verb position in subordinate clause (<i>dass, weil, als</i>) - prepositions with accusative only and dative only - comparison of adjectives

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.