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| **Clarity for Learning Planning Template** | | | |
| **Standard L.6.1--In both written and oral expression:**  **a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive, and intensive pronouns.**  **b. Recognize and correct inappropriate shifts in pronoun number and person.**  **c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.** | | | |
| **Concepts (Nouns)**  pronouns and correct errors; including subjective, objective, possessive and intensive pronouns  correct inappropriate shifts in pronoun number and person  variations from standard English, and implement strategies to improve expression | | **Skills (Verbs)**  recognize | |
| **Learning Progressions**  **Pre-requisite *Skills***:  Writing or Speaking…   * demonstrate command of and explain the function of conjunctions, prepositions and interjections in grade level text * demonstrate command of and use of perfect verb tenses * demonstrate command of and use verb tenses to convey times, sequences, states and conditions * demonstrate command of and produce complete sentences using correct verb tenses * demonstrate command of and use of correlative conjunctions   **Grade Level *Skills*:**   * written and oral expression recognize pronouns and correct errors; including subjective, objective, possessive and intensive pronouns * written and oral expression recognize correct inappropriate shifts in pronoun number and person * written and oral expression recognize variations from standard English, and implement strategies to improve expression   **Resources**   * Subjective pronoun; acts as the subject of a sentence—it performs the action of the verb. The subjective pronouns are ***he, I, it, she, they, we, and you***. * Objective pronoun; acts as the object of a sentence—it receives the action of the verb. The objective pronouns are ***her, him, it, me, them, us, and you***. * Possessive pronoun; tells you who owns something. The possessive pronouns are ***hers, his, its, mine, ours, theirs, and yours***. * Intensive pronoun; emphasizes its antecedent (the noun that comes before it). The intensive pronouns are ***herself, himself, itself, myself, ourselves, themselves, and yourselves.*** | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning to speak and write using subjective pronouns correctly.  I am learning to speak and write using objective pronouns correctly.  I am learning to speak and write using possessive pronouns correctly.  I am learning to speak and write using intensive pronouns correctly.  I am learning to speak and write using correct shifts in pronoun number.  I am learning to speak and write using correct shifts in pronoun person.  I am learning to speak and write using variations of standard English by implementing strategies. | | I can recognize subjective pronouns.  I can speak/write demonstrating the command of recognizing subjective pronouns correctly.  I can recognize objective pronouns.  I can speak/write demonstrating the command of recognizing objective pronouns correctly.  I can recognize possessive pronouns.  I can speak/write demonstrating the command of recognizing possessive pronouns correctly.  I can recognize intensive pronouns.  I can speak/write demonstrating the command of recognizing intensive pronouns correctly.  I can recognize shifts in pronoun number.  I can speak/write demonstrating the command of recognizing pronouns using the correct number.  I can recognize shifts in pronoun person.  I can speak/write demonstrating the command of recognizing pronouns using the correct person.  I can use strategies to improve expression.  I can recognize variations from standard English.  I can speak/write demonstrating the command of recognizing variations from standard English.  I can speak/write demonstrating the command of recognizing variations from standard English and use strategies to improve expression. | |