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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 pronounscorrect inappropriate shifts in pronoun number and personvariations 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.***
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| **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.  |