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| **Clarity for Learning Planning Template** | | | |
| **Standard L.3.1--When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.**  **a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.**  **b. Form and use regular and irregular plural nouns.**  **c. Use abstract nouns.**  **d. Form and use regular and irregular verbs.**  **e. Use verb tenses.**  **f. Ensure subject-verb and pronoun-antecedent agreement.**  **g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**  **h. Use coordinating and subordinating conjunctions.**  **i. Produce simple, compound and complex sentences.** | | | |
| **Concepts (Nouns)**  conventions of standard English  nouns, pronouns, verbs, adjectives, adverbs  regular and irregular plural nouns  abstract nouns  regular and irregular verbs  verb tenses  subject-verb/pronoun-antecedent agreement  comparative and superlative adjectives and adverbs--select modification  coordinating and subordinating conjunctions  simple, compound, and complex sentences | | **Skills (Verbs)**  demonstrate (understanding)  command (control of)  explain (describe)  form and use  use  ensure  choose  produce | |
| **Learning Progressions**  **Pre-requisite *Skills*:**  Writing or Speaking...   * demonstrate use of collective nouns; are names for a collection or a number of people or things * demonstrate use of irregular nouns * demonstrate use of reflexive pronouns; is used with another noun (or pronoun) to show when people (or things) do things to themselves (i.e., I taught myself to play the guitar). * demonstrate irregular verbs (past tense); is a verb that does not follow the usual rules for verb forms. Verbs in English are irregular if they don't have the conventional -ed ending (such as asked or ended ) in the past tense and/or past participle forms. * demonstrate use of adverbs; is a modifying part of speech. It describes verbs, other adverbs, adjectives, and phrases. They are used to describe how, where, when, how often and why something happens. * demonstrate use of producing simple sentences; simple sentences contain one *independent clause* and no *dependent clauses*. * demonstrate use of producing compound sentences; compound sentences contain two or more independent clauses and no dependent clauses. * demonstrate use of expanding simple and compound sentences; add details by answering the following questions: Where? When? How? Why? * demonstrate use of rearranging simple and compound sentences;   **Grade Level *Skills*:**  Writing or speaking…   * demonstrate command of function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text * demonstrate command use of and use of regular and irregular plural nouns * demonstrate command of and use of abstract nouns * demonstrate command of use and form of regular and irregular verbs * demonstrate command of and use of verb tenses * demonstrate command of and ensure subject-verb and pronoun-antecedent agreement * demonstrate command of and form/use of comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified * demonstrate command of and use of coordinating and subordinating conjunctions * demonstrate command of and produce simple, compound and complex sentences         **Resources**   * subject-verb agreement rules; <https://www.grammarbook.com/grammar/subjectVerbAgree.asp> * pronoun-antecedent agreement rules; <https://d2ct263enury6r.cloudfront.net/RTBaKjsLrV6anr08oeBkR4WglwcSf1Fq3jdqV7IoAuXjWurU.pdf> * comparative adjectives (2 items only); Comparative adjectives are used to compare differences between the two objects they modify (*larger, smaller, faster, higher*). They are used in sentences where two nouns are compared, in this pattern: Noun (subject) + verb + comparative adjective + *than* + noun (object). * superlative adjectives; are used to describe an object which is at the upper or lower limit of a quality (*the tallest, the smallest, the fastest, the highest*). They are used in sentences where a subject is compared to a group of objects. Noun (subject) + verb + the + superlative adjective + noun (object). * comparative adverbs; are used to describe differences and similarities between two things. While comparative adjectives describe similarities and differences between two nouns (people, places, or objects), comparative adverbs make comparisons between two verbs—that is, they describe how, when, how often, or to what degree an action is done. * superlative adverbs; are used to describe differences among three or more people or things. But while superlative adjectives describe the highest (or lowest) degree of an attribute among a multiple nouns (people, places, or objects), superlative adverbs describe the action of a person or thing compared to that of several others—that is, they describe how, when, how often, or to what degree an action is done. * coordinating conjunctions; A coordinating conjunction is a [conjunction](https://www.thoughtco.com/what-is-conjunction-grammar-1689911) or connecting word that joins two similarly constructed and/or syntactically equal [words](https://www.thoughtco.com/word-english-language-1692612), [phrases](https://www.thoughtco.com/phrase-grammar-1691625), or [clauses](https://www.thoughtco.com/what-is-clause-grammar-1689850) within a sentence. Conjunctions are also called coordinators. The coordinating conjunctions in English are *for, and, nor, but, or, yet,* and *so.* * subordinating conjunctions; are essential parts of complex sentences which include at least two clauses, with one of the clauses being main (independent) and the other being subordinate (dependent). There is only one rule to remember about using subordinate conjunctions: A subordinate conjunction performs two functions within a sentence. First, it illustrates the importance of the independent clause. Second, it provides a transition between two ideas in the same sentence. The transition always indicates a *place, time,* or *cause and effect* relationship. For example: We looked in the metal canister*, where* Ginger often hides her candy*.* * complex sentences; is a sentence with an [independent clause](https://englishsentences.com/independent-clause/) and a [dependent clause](http://englishsentences.com/subordinate-clause/). It is one of the four main types of sentence structures. In a complex sentence, the independent [clause](https://englishsentences.com/clause/) shares the main information, and the dependent clause(s) provides details. Complex sentences let us share lots of information with just one sentence. | | | |
| **Learning Intentions (I am learning to...)** | | **Success Criteria (I know I’m successful when...)** | |
| I am learning to speak and write using nouns in a grade-level text.  I am learning to speak and write using pronouns in a grade-level text.  I am learning to speak and write using verbs in a grade-level text.  I am learning to speak and write using adjectives in a grade-level text.  I am learning to speak and write using adverbs in a grade-level text.  I am learning to speak and write using regular plural nouns.  I am learning to speak and write using irregular plural nouns.  I am learning to speak and write using abstract nouns.  I am learning to speak and write forming and using regular plural verbs.  I am learning to speak and write forming and using irregular plural verbs.  I am learning to speak and write using verb tenses.  I am learning to speak and write using subject-verb agreement.  I am learning to speak and write using pronoun-antecedent agreement.  I am learning to speak and write using comparative adjectives.  I am learning to speak and write using superlative adjectives.  I am learning to speak and write using comparative adverbs.  I am learning to speak and write using superlative adverbs.  I am learning to speak and write using coordinating conjunctions.  I am learning to speak and write using subordinating conjunctions.  I am learning to speak and write simple sentences.  I am learning to speak and write using compound sentences.  I am learning to speak and write complex sentences. | | I can identify the function of nouns in grade-level text.  I can speak/write demonstrating the use of nouns in grade-level text.  I can identify the function of pronouns in grade-level text.  I can speak/write demonstrating the use of pronouns in grade-level text.  I can identify the function of verbs in grade-level text.  I can speak/write demonstrating the use of verbs in grade-level text.  I can identify the function of adjectives in grade-level text.  I can speak/write demonstrating the use of adjectives in grade-level text.  I can identify the function of adverbs in grade-level text.  I can speak/write demonstrating the use of adverbs in grade-level text.  I can identify regular plural nouns.  I can form regular plural nouns.  I can speak/write demonstrating the use of forming regular plural nouns.  I can speak/write demonstrating the use of regular plural nouns.  I can identify irregular plural nouns.  I can form irregular plural nouns.  I can speak/write demonstrating the use of forming irregular plural nouns.  I can speak/write demonstrating the use of irregular plural nouns.  I can identify abstract nouns.  I can speak/write demonstrating the use of abstract nouns.  I can identify regular plural verbs.  I can form regular plural verbs.  I can speak/write demonstrating the use of forming regular plural verbs.  I can speak/write demonstrating the use of regular plural verbs.  I can identify irregular plural verbs.  I can form irregular plural verbs.  I can speak/write demonstrating the use of forming irregular plural verbs.  I can speak/write demonstrating the use of irregular plural verbs.  I can identify verb tenses.  I can speak/write demonstrating the use of verb tenses.  I can identify subjects and verbs.  I can identify how subjects and verbs work in agreement.  I can speak/write demonstrating the use of ensuring the subject and verb agree.  I can identify pronouns and antecedents.  I can identify how pronouns and antecedents work in agreement.  I can speak/write demonstrating the use of ensuring the pronoun and antecedent agree.  I can identify comparative adjectives.  I can form comparative adjectives.  I can speak/write demonstrating the use of forming comparative adjectives.  I can speak/write demonstrating the use of comparative adjectives.  I can identify superlative adjectives.  I can form superlative adjectives.  I can speak/write demonstrating the use of forming superlative adjectives.  I can speak/write demonstrating the use of superlative adjectives.  I can identify comparative adverbs.  I can form comparative adverbs.  I can speak/write demonstrating the use of forming comparative adverbs.  I can speak/write demonstrating the use of comparative adverbs.  I can identify superlative adverbs.  I can form superlative adverbs.  I can speak/write demonstrating the use of forming superlative adverbs.  I can speak/write demonstrating the use of superlative adverbs.  I can identify coordinating conjunctions.  I can speak/write demonstrating the use of coordinating conjunctions.  I can identify subordinating conjunctions.  I can speak/write demonstrating the use of subordinating conjunctions.  I can identify a simple sentence.  I can speak/write using simple sentences.  I can identify a compound sentence.  I can speak/write using compound sentences.  I can identify a complex sentence.  I can speak/write using complex sentences.  \*\*Produce sentences | |