



**Content Area: ELA      Grade Level: 1**

**Reporting Measure: Parts of Speech**

Level	Description
<b>Above &amp; Beyond (4.0)</b>	<ul style="list-style-type: none"> <li>• I can look up the history of parts of speech and grammar rules (for example, I can find out the reason why singular verbs and plural nouns both often end with -s).</li> </ul>
3.5	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
<b>Proficient (3.0)</b>	<p><b>PS1—I can use possessive and proper nouns</b> (for example, I can make a sentence more specific by replacing pronouns and common nouns with proper nouns; for instance, I could rewrite <i>He went to school</i> as <i>Ben went to Greenwood Elementary</i>).</p> <p><b>PS2—I can use personal, possessive, and indefinite pronouns</b> (for example, I can make a sentence more general by replacing common and proper nouns with pronouns; for instance, I can rewrite <i>April and Jennifer are not at Pedro’s house</i> as <i>They are not at his house</i>).</p> <p><b>PS3—I can use articles and other common determiners</b> (for example, I can explain which of two or more options I prefer using the correct article or determiner; for instance, <i>I prefer the color green</i> or <i>I don’t like that color</i>).</p> <p><b>PS4—I can use verbs that agree with singular and plural subjects</b> (for example, I can correctly write out three sentences that use the simple present tense of the verb <i>jump</i> and the subjects <i>I, she, and they</i>).</p> <p><b>PS5—I can form simple past, present, and future tense verbs</b> (for example, I can write three sentences in different tenses; the first should state something done yesterday, the second should state something done habitually or that is always true, and the third sentence should state something planned for the future).</p>
2.5	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
<b>Getting There (2.0)</b>	<p><b>PS1—I know what certain words mean</b> (for example, <i>apostrophe, capitalize, letter, month, noun, ownership, person, place, possessive, proper noun, thing</i>) and can do things such as:</p> <ul style="list-style-type: none"> <li>• Say that nouns are people, places, and things.</li> <li>• Identify an example of a noun.</li> <li>• Say that proper nouns are nouns that name a specific person, place, or thing.</li> <li>• List types of proper nouns (such as names of people, cities, months of the year).</li> <li>• Say that the first letter of a proper noun should be capitalized.</li> <li>• Say that the pronoun <i>I</i> should be capitalized.</li> <li>• Write out letters in both lower- and uppercase.</li> <li>• Say that possessive nouns show ownership.</li> <li>• Say that to make a noun possessive, I should add -’s to the end of the word.</li> <li>• Fill in -’s in the correct place in sample sentences or phrases.</li> <li>• Say an apostrophe is added to the end of a noun that ends in -s to make it a possessive noun.</li> </ul> <p><b>PS2—I know what certain words mean</b> (for example, <i>noun, ownership, personal pronoun, plural, possessive pronoun, replace, singular</i>) and can do things such as:</p> <ul style="list-style-type: none"> <li>• Say that pronouns are words that take the place of a noun.</li> <li>• Explain the difference between singular and plural forms.</li> <li>• List personal pronouns (such as <i>I, you, he, she, they, we, it</i>).</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify when to use each personal pronoun (for example, if I am talking about a group that includes me, I should use the pronoun <i>we</i>).</li> <li>• Say that possessive pronouns show ownership.</li> <li>• List possessive pronouns that go before nouns (such as <i>his, her, their, its, your, my, our</i>).</li> <li>• Identify where a possessive pronoun would go in an example sentence.</li> <li>• List possessive pronouns that show ownership and replace nouns (such as <i>his, hers, theirs, its, ours, yours, mine</i>).</li> <li>• Complete a sentence with the right possessive pronoun.</li> </ul> <p><b>PS3</b>—I know what certain words mean (for example, <i>a, an, article, demonstrative, determiner, nonspecific, plural, singular, specific, that, the, this, vowel</i>) and can do things such as:</p> <ul style="list-style-type: none"> <li>• Say that determiners are small words that come before a noun that tell more about the noun.</li> <li>• Say that <i>the</i> goes before plural and singular nouns that refer to specific things.</li> <li>• Say that <i>a</i> and <i>an</i> go before nouns that refer to things that are not specific.</li> <li>• Say that <i>an</i> goes before words that start with a vowel sound.</li> <li>• Identify articles (<i>a, an, and the</i>) in sentences.</li> <li>• Say that the word <i>this</i> refers to an object that a person can directly point to that is nearby.</li> <li>• Say that the word <i>that</i> refers to an object that a person can directly point to that is far away.</li> <li>• Practice using <i>this</i> and <i>that</i> by describing objects in the classroom (such as <i>this desk is my desk, that desk is Julian’s desk</i>).</li> </ul> <p><b>PS4</b>—I know what certain words mean (for example, <i>agreement, noun, plural, singular, subject, verb</i>) and can do things such as:</p> <ul style="list-style-type: none"> <li>• Explain the difference between singular and plural.</li> <li>• Identify singular and plural nouns.</li> <li>• List forms of the <i>to be</i> verb that agree with specific subjects or pronouns.</li> <li>• Say that third-person singular nouns and pronouns agree with present tense verbs that end in <i>-s</i>.</li> <li>• Say that <i>I, you,</i> and plural nouns and pronouns agree with present tense verbs that do not end in <i>-s</i>.</li> <li>• Match a subject with the correct form of a verb.</li> </ul> <p><b>PS5</b>—I know what certain words mean (for example, <i>command, habit, future, past, present, repeat, tense, true, verb</i>) and can do things such as:</p> <ul style="list-style-type: none"> <li>• Say that verbs are action words that explain what the subject of a sentence is doing.</li> <li>• Explain that present tense should be used when an action is a habit, repeated, a general truth, or part of a command.</li> <li>• Explain that past tense should be used when an action happened in the past.</li> <li>• Explain that future tense should be used when the action is going to happen in the future.</li> <li>• Say that past tense verbs are formed by adding <i>-ed</i> to verbs.</li> <li>• Say that <i>-y</i> at the end of a verb needs to be changed to <i>i</i> before adding <i>-ed</i> to form the past tense.</li> <li>• Say that future tense verbs are formed by adding <i>will</i> in front of a verb.</li> <li>• Identify the tenses of verbs in sentences.</li> </ul>
<b>1.5</b>	I can do some of the things at level 2.0 and at level 3.0.
<b>Beginning (1.0)</b>	I can do some of the things at level 2.0 and at level 3.0 with help.