Content Area: ELA Grade Level: 1

Reporting Measure: Parts of Speech

Level	Description
Above & Beyond (4.0)	• 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*).
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.
Proficient (3.0)	**PS1—I can use possessive and proper nouns** (for example, I can make a sentence more specific by replacing pronouns and common nouns with proper nouns; for instance, I could rewrite *He went to school* as *Ben went to Greenwood Elementary*). **PS2—I can use personal, possessive, and indefinite pronouns** (for example, I can make a sentence more general by replacing common and proper nouns with pronouns; for instance, I can rewrite *April and Jennifer are not at Pedro's house* as *They are not at his house*). **PS3—I can use articles and other common determiners** (for example, I can explain which of two or more options I prefer using the correct article or determiner; for instance, *I prefer the color green* or *I don't like that color*). **PS4—I can use verbs that agree with singular and plural subjects** (for example, I can correctly write out three sentences that use the simple present tense of the verb *jump* and the subjects *I*, *she*, and *they*). **PS5—I can form simple past, present, and future tense verbs** (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).
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.
Getting There (2.0)	**PS1—**I know what certain words mean (for example, *apostrophe*, *capitalize*, *letter*, *month*, *noun*, *ownership*, *person*, *place*, *possessive*, *proper noun*, *thing*) and can do things such as: • Say that nouns are people, places, and things. • Identify an example of a noun. • Say that proper nouns are nouns that name a specific person, place, or thing. • List types of proper nouns (such as names of people, cities, months of the year). • Say that the first letter of a proper noun should be capitalized. • Say that the pronoun *I* should be capitalized. • Write out letters in both lower- and uppercase. • Say that possessive nouns show ownership. • Say that to make a noun possessive, I should add *-'s* to the end of the word. • Fill in *-'s* in the correct place in sample sentences or phrases. • Say an apostrophe is added to the end of a noun that ends in *-s* to make it a possessive noun. **PS2—**I know what certain words mean (for example, *noun*, *ownership*, *personal pronoun*, *plural*, *possessive pronoun*, *replace*, *singular*) and can do things such as: • Say that pronouns are words that take the place of a noun. • Explain the difference between singular and plural forms. • List personal pronouns (such as *I*, *you*, *he*, *she*, *they*, *we*, *it*).

	• Identify when to use each personal pronoun (for example, if I am talking about a group that includes me, I should use the pronoun *we*). • Say that possessive pronouns show ownership. • List possessive pronouns that go before nouns (such as *his*, *her*, *their*, *its*, *your*, *my*, *our*). • Identify where a possessive pronoun would go in an example sentence. • List possessive pronouns that show ownership and replace nouns (such as *his*, *hers*, *theirs*, *its*, *ours*, *yours*, *mine*). • Complete a sentence with the right possessive pronoun. **PS3—**I know what certain words mean (for example, *a*, *an*, *article*, *demonstrative*, *determiner*, *nonspecific*, *plural*, *singular*, *specific*, *that*, *the*, *this*, *vowel*) and can do things such as: • Say that determiners are small words that come before a noun that tell more about the noun. • Say that *the* goes before plural and singular nouns that refer to specific things. • Say that *a* and *an* go before nouns that refer to things that are not specific. • Say that *an* goes before words that start with a vowel sound. • Identify articles (*a*, *an*, and *the*) in sentences. • Say that the word *this* refers to an object that a person can directly point to that is nearby. • Say that the word *that* refers to an object that a person can directly point to that is far away. • Practice using *this* and *that* by describing objects in the classroom (such as *this desk is my desk*, *that desk is Julian's desk*). **PS4—**I know what certain words mean (for example, *agreement*, *noun*, *plural*, *singular*, *subject*, *verb*) and can do things such as: • Explain the difference between singular and plural. • Identify singular and plural nouns. • List forms of the *to be* verb that agree with specific subjects or pronouns. • Say that third-person singular nouns and pronouns agree with present tense verbs that end in *-s*. • Say that *I*, *you*, and plural nouns and pronouns agree with present tense verbs that do not end in *-s*. • Match a subject with the correct form of a verb. **PS5—**I know what certain words mean (for example, *command*, *habit*, *future*, *past*, *present*, *repeat*, *tense*, *true*, *verb*) and can do things such as: • Say that verbs are action words that explain what the subject of a sentence is doing. • Explain that present tense should be used when an action is a habit, repeated, a general truth, or part of a command. • Explain that past tense should be used when an action happened in the past. • Explain that future tense should be used when the action is going to happen in the future. • Say that past tense verbs are formed by adding *-ed* to verbs. • Say that *-y* at the end of a verb needs to be changed to *i* before adding *-ed* to form the past tense. • Say that future tense verbs are formed by adding *will* in front of a verb. • Identify the tenses of verbs in sentences.
1.5	I can do some of the things at level 2.0 and at level 3.0.
Beginning (1.0)	I can do some of the things at level 2.0 and at level 3.0 with help.