



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
1 <sup>st</sup> Nine Weeks	<p><b>Term 1 will include skills from Competencies 1-4.</b></p> <p><b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b></p> <p><b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing of length, difficulty, and complexity.</b></p> <p><b>3. The student will express, communicate, evaluate, or exchange ideas effectively.</b></p> <p><b>4. The student will apply Standard English to communicate.</b></p>			<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;"><b>22</b></p> <p style="text-align: center;"><b>16</b></p> <p style="text-align: center;"><b>14</b></p>
	1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)	<b>2</b>	<b>Proficient</b>	
	1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)	<b>2</b>	<b>Advanced</b>	
	1f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus,	<b>1</b>	<b>Proficient</b>	

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	electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. (DOK 1)			
	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)</p> <p>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</p> <p>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p>	<b>2</b>	<b>Proficient</b>	
	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.</p> <p>5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>	<b>2</b>	<b>Proficient</b>	
	<p>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)</p> <p>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</p>	<b>3</b>	<b>Advanced</b>	

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	<p>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> <li>• Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</li> </ul> <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> <li>• Draft with increasing fluency.</li> </ul> <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> <li>• Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric.</li> </ul> <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> <li>• Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</li> </ul> <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> <li>• Share writing with others formally and informally using a variety of media.</li> </ul>	<b>3</b>	<b>Proficient</b>	
	<p>3b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)</p>	<b>3</b>	<b>Proficient</b>	
	<p>4b. The student will apply Standard English mechanics to compose</p>	<b>1</b>	<b>Proficient</b>	

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	or edit. (DOK 1) 1) End punctuation (e.g., period, question mark, exclamation point) 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in greetings and closings of friendly letters, proper adjectives) 10) Spell words commonly found in fifth grade level text. 11) Produce legible text.			
	4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) 1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with <u>compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).</u>	<b>2</b>	<b>Proficient</b>	
	1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	<b>1</b>	<b>Proficient</b>	
	1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)	<b>2</b>	<b>Basic</b>	
	1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)	<b>2</b>	<b>Proficient</b>	

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	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)</p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.</p> <p>4) Genres – Fiction, nonfiction, poetry, biographies, and autobiographies</p>	<b>2</b>	<b>Proficient</b>	
	<p>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.</p> <p>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</p>	<b>2</b>	<b>Proficient</b>	
	<p>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)</p> <p>1) Stories or retellings</p>	<b>3</b>	<b>Proficient</b>	
	<p>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</p> <p>1) Nouns (e.g., singular; plural [including irregular forms];</p>	<b>1</b>	<b>Proficient</b>	

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	<p>common; proper; singular possessive; plural possessive; appositives; concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George</p> <p>5) Articles and coordinating/subordinating conjunctions</p>			
	<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 9-11)</p> <p>4) Apostrophes (possessives; contractions)</p>	<b>1</b>	<b>Proficient</b>	
	<p>4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item1)</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.</p>	<b>2</b>	<b>Proficient</b>	
	<p>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)</p>	<b>2</b>	<b>Proficient</b>	
	<p>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</p>	<b>2</b>	<b>Basic</b>	
	<p>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered items 3-4)</p>	<b>2</b>	<b>Proficient</b>	

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	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) 3) Identify and infer cause and effect in texts.	2	<b>Proficient</b>	
	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	2	<b>Proficient</b>	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item 1) 4) Author's purpose (e.g. inform, entertain, persuade)	3	<b>Advanced</b>	
	3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3) (Including numbered item 1) 3) PowerPoint presentations 5) Biographies or autobiographies 6) Video narratives	3	<b>Proficient</b>	
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item 1, 5)	1	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 4, 9-11)	1	<b>Proficient</b>	

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	4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item 1-2) 3) Avoid sentence fragments, run-on sentences, and comma splices	2	Proficient	
	1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	1	Proficient	
	1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)	2	Advanced	
	1f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. (DOK 1)	1	Proficient	
	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered items 1, 3)	2	Proficient	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item 1)	3	Advanced	
	3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)	3	Proficient	

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	2) Narrative poems 4) Plays			
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) 2) Verbs (e.g. helping verbs, irregular verbs, linking verbs)	<b>1</b>	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 4, 9-11)	<b>1</b>	<b>Proficient</b>	
	<i>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>	<b>2</b>	<b>Basic</b>	
	<i>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)</i>	<b>2</b>	<b>Proficient</b>	
	<i>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered items 2, 4)</i>	<b>2</b>	<b>Proficient</b>	
	<i>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item 1-5)</i>	<b>2</b>	<b>Proficient</b>	
	<i>2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and</i>	<b>2</b>	<b>Proficient</b>	

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	<i>informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)</i>			
	<i>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) (Including numbered items 1-5)</i>	<b>3</b>	<b>Proficient</b>	
	<i>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3) (Including numbered items 1-2, 5)</i>	<b>3</b>	<b>Proficient</b>	
	<i>4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered items 1, 5)</i>	<b>1</b>	<b>Proficient</b>	
	<i>4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item 1-3)</i>	<b>2</b>	<b>Proficient</b>	
	<b>First Term District Testing</b>			
<b>2<sup>nd</sup> Nine Weeks</b>	<b>Term 2 will include skills from Competencies 1-4.</b>  <b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>			<b>8</b>

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	<p><b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing of length, difficulty, and complexity.</b></p> <p><b>3. The student will express, communicate, evaluate, or exchange ideas effectively.</b></p> <p><b>4. The student will apply Standard English to communicate.</b></p>			<p style="text-align: center;">22</p> <p style="text-align: center;">16</p> <p style="text-align: center;">14</p>
	1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	<b>1</b>	<b>Proficient</b>	
	1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)	<b>2</b>	<b>Advanced</b>	
	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item(s)1-3)	<b>2</b>	<b>Proficient</b>	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item 4)	<b>3</b>	<b>Advanced</b>	
	2e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2) 1) Distinguish between fact and opinion	<b>2</b>	<b>Basic (identify)</b>	

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	2) Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).		<b>Proficient (interpret)</b>	
	3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) 2) Letters 3) Functional texts	<b>3</b>	<b>Proficient</b>	
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item 2) 3) Verb tense (conjugation and purpose for present, past, future; present perfect and past perfect) 4) Subject-verb agreement	<b>1</b>	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 4, 7, 9-11) 7) Underlining/Italics (titles of books and movies)	<b>1</b>	<b>Proficient</b>	
	1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words		<b>Proficient</b>	
	1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom)	<b>2</b>	<b>Proficient</b>	

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	to determine the meaning of text and to communicate. (DOK 2)			
	1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)	2	<b>Proficient</b>	
	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item(s) 4-5)	2	<b>Proficient</b>	
	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	2	<b>Proficient</b>	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) 2) Literary devices (e.g., imagery, exaggeration, dialogue)	3	<b>Advanced</b>	
	3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) (Including numbered item(s) 1-2) 5) Poems 6) Essays	3	<b>Proficient</b>	

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	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1-5)	<b>1</b>	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item 7) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and interrupters)	<b>1</b>	<b>Proficient</b>	
	4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item(s) 1-3)	<b>2</b>	<b>Proficient</b>	
	1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)	<b>2</b>	<b>Basic</b>	
	1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)	<b>2</b>	<b>Advanced</b>	
	1f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. (DOK 1)	<b>1</b>	<b>Proficient</b>	
	2a. The student will apply knowledge of text features, parts of a	<b>2</b>	<b>Proficient</b>	

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	book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered item(s) 1-2, 4)			
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item(s) 1, 4) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	<b>3</b>	<b>Advanced</b>	
	2e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2) (Including numbered item 2)	<b>2</b>	<b>Basic (identify)</b> <b>Proficient (interpret)</b>	
	3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) (Including numbered item 6) 4) Presentations	<b>3</b>	<b>Proficient</b>	
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item 1) 6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)	<b>1</b>	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose	<b>1</b>	<b>Proficient</b>	

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	or edit. (DOK 1) (Including numbered item(s) 1-4, 7) 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, title of chapters, titles of magazine articles)			
	1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)	<b>2</b>	<b>Proficient</b>	
	1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	<b>1</b>	<b>Proficient</b>	
	1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)	<b>2</b>	<b>Proficient</b>	
	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered item 3)	<b>2</b>	<b>Proficient</b>	
	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item(s) 1-3)	<b>2</b>	<b>Proficient</b>	
	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	<b>2</b>	<b>Proficient</b>	

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	<p>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</p> <p>1) Reports</p>	<b>3</b>	<b>Proficient</b>	
	<p>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3)</p> <p>1) Generate questions. 1) Locate sources (e.g., books, interviews, Internet) and gather relevant information.</p>	<b>3</b>	<b>Advanced</b>	
	<p>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</p> <p>8) Pronouns (e.g. subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and interrogative)</p> <p>9) Pronoun-antecedent agreement (number and gender)</p>	<b>1</b>	<b>Proficient</b>	
	<p>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1-4, 6-7, 9-11)</p>	<b>1</b>	<b>Proficient</b>	
	<p><i>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i></p>	<b>2</b>	<b>Basic</b>	

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	<i>1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)</i>	2	Advanced	
	<i>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)</i>	2	Proficient	
	<i>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item(s) 4-5)</i>	2	Proficient	
	<i>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item(s) 2-3)</i>	3	Advanced	
	<i>2e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2) (Including numbered item(s) 1-2)</i>	2	Basic (identify)  Proficient (interpret)	
	<i>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3) (Including numbered items 1-5)</i>	3	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>3b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)</i>	<b>3</b>	<b>Proficient</b>	
	<i>3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3) (Including numbered item(s) 1-6)</i>	<b>3</b>	<b>Proficient</b>	
	<i>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)(Including numbered item(s) 1-6, 8-9)</i>	<b>1</b>	<b>Proficient</b>	
	<i>4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item(s) 1-3)</i>	<b>2</b>	<b>Proficient</b>	
	<b>First Semester District Testing</b>			
<b>3<sup>rd</sup> Nine Weeks</b>	<p><b>Term 3 will include skills from Competencies 1-4.</b></p> <p><b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b></p> <p><b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing of length, difficulty, and complexity.</b></p> <p><b>3. The student will express, communicate, evaluate, or exchange ideas effectively.</b></p>			<p><b>8</b></p> <p><b>22</b></p> <p><b>16</b></p>



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<b>4. The student will apply Standard English to communicate.</b>			<b>14</b>
	1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	<b>1</b>	<b>Proficient</b>	
	1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)	<b>2</b>	<b>Basic</b>	
	1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)	<b>2</b>	<b>Proficient</b>	
	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered item 3)	<b>2</b>	<b>Proficient</b>	
	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	<b>2</b>	<b>Basic (recognize)</b> <b>Proficient (generate)</b>	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item(s) 2-3)	<b>3</b>	<b>Advanced</b>	
	3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the	<b>3</b>	<b>Proficient</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) (Including numbered item(s) 1, 4)			
	3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3) 3) Identify and paraphrase important information from sources. 4) Present the results	<b>3</b>	<b>Advanced</b>	
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1-6, 8-9)	<b>1</b>	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 3-4, 6-7) 5) Semicolons (compound sentences)	<b>1</b>	<b>Proficient</b>	
	4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item(s) 1-3)	<b>2</b>	<b>Proficient</b>	
	1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)	<b>2</b>	<b>Proficient</b>	
	1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)	<b>2</b>	<b>Advanced</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered item 4)	2	<b>Proficient</b>	
	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item(s) 1, 3, 4)	2	<b>Proficient</b>	
	2e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2) (Including numbered item(s) 1-2)	2	<b>Basic (identify)</b>  <b>Proficient (interpret)</b>	
	3e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3) 1) Letters	3	<b>Proficient</b>	
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1-6, 8-9) 10) Adverbs (e.g., comparative forms, avoiding double negatives)	1	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 3-7) 8) Colons (e.g. time, before lists introduced by independent clauses, business letters)	1	<b>Proficient</b>	
	1d. The student will use definitional, synonym, antonym, or	2	<b>Advanced</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	example clues to infer the meanings of unfamiliar words. (DOK 2)			
	1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)	2	<b>Proficient</b>	
	1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)	2	<b>Proficient</b>	
	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered item 1)	2	<b>Proficient</b>	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item(s) 1-4)	3	<b>Advanced</b>	
	3e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3) 2) Speeches	3	<b>Proficient</b>	
	3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3) (Including numbered items 1-4)	3	<b>Advanced</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1- 6, 8-10) 7) Prepositions	<b>1</b>	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 3-8)	<b>1</b>	<b>Proficient</b>	
	4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item(s) 1-3) 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	<b>2</b>	<b>Proficient</b>	
	1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)	<b>2</b>	<b>Basic</b>	
	1f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. (DOK 1)	<b>1</b>	<b>Proficient</b>	
	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item 4)	<b>2</b>	<b>Proficient</b>	
	2e. The student will identify and interpret facts, opinions, or tools	<b>2</b>	<b>Basic</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	of persuasion in texts. (DOK 2) (Including numbered item 2)		<b>(identify)</b> <b>Proficient (interpret)</b>	
	3e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3) 3) Advertisements	<b>3</b>	<b>Proficient</b>	
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1-10) 11) Interjections	<b>1</b>	<b>Proficient</b>	
	4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item(s) 1-4) 5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	<b>2</b>	<b>Proficient</b>	
	<i>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)</i>	<b>2</b>	<b>Proficient</b>	
	<i>1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)</i>	<b>2</b>	<b>Proficient</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)</i>	<b>2</b>	<b>Proficient</b>	
	<i>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item (s) 1, 3)</i>	<b>2</b>	<b>Proficient</b>	
	<i>2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)</i>	<b>2</b>	<b>Basic (recognize)</b> <b>Proficient (generate)</b>	
	<i>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item(s) 2-3)</i>	<b>3</b>	<b>Advanced</b>	
	<i>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i>	<b>3</b>	<b>Proficient</b>	
	<i>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance;</i>	<b>3</b>	<b>Proficient</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>problem/solution. (DOK 3) (Included numbered item(s) 1-6)</i>			
	<b>Third Term District Testing</b>			
<b>4<sup>th</sup> Nine Weeks</b>	<b>Term 4 will include skills from Competencies 1-4.</b>			
	<b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>			<b>8</b>
	<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing of length, difficulty, and complexity.</b>			<b>22</b>
	<b>3. The student will express, communicate, evaluate, or exchange ideas effectively.</b>			<b>16</b>
	<b>4. The student will apply Standard English to communicate.</b>			<b>14</b>
	1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)	<b>2</b>	<b>Proficient</b>	
	1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)	<b>2</b>	<b>Proficient</b>	
	2b. The student will analyze text to understand, infer, draw	<b>2</b>	<b>Proficient</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	conclusions, or synthesize information. (DOK 2) (Including numbered item 1)			
	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	<b>2</b>	<b>Basic (recognize)</b> <b>Proficient (generate)</b>	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item 2)	<b>3</b>	<b>Advanced</b>	
	3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)	<b>3</b>	<b>Proficient</b>	
	4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1-11)	<b>1</b>	<b>Proficient</b>	
	1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)	<b>2</b>	<b>Basic</b>	
	1d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)	<b>2</b>	<b>Advanced</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered item(s) 1, 3)	2	<b>Proficient</b>	
	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item(s) 3-4)	2	<b>Proficient</b>	
	2e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2) (Including numbered item(s) 1-2)	2	<b>Basic (identify)</b>  <b>Proficient (interpret)</b>	
	3b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)	3	<b>Proficient</b>	
	3c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3) (Including numbered item(s) 1-6)	3	<b>Proficient</b>	
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1-11)	1	<b>Proficient</b>	
	1b. The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	1	<b>Proficient</b>	
	1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)	2	<b>Proficient</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	1f. The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. (DOK 1)	<b>1</b>	<b>Proficient</b>	
	2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item(s) 2,5)	<b>2</b>	<b>Proficient</b>	
	2c. The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)	<b>2</b>	<b>Basic (recognize)</b> <b>Proficient (generate)</b>	
	2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item 1)	<b>3</b>	<b>Advanced</b>	
	3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3) (Included numbered item(s) 1-6)	<b>3</b>	<b>Proficient</b>	
	4c. The student will apply knowledge of sentence structure in	<b>2</b>	<b>Proficient</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	composing or editing. (DOK 2) (Including numbered item(s) 1-5)			
	<i>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)</i>	2	<b>Proficient</b>	
	<i>1c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>	2	<b>Basic</b>	
	<i>1e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)</i>	2	<b>Proficient</b>	
	<i>1g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)</i>	2	<b>Proficient</b>	
	<i>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2) (Including numbered item(s) 1-4)</i>	2	<b>Proficient</b>	
	<i>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2) (Including numbered item (s) 1-5)</i>	2	<b>Proficient</b>	
	<i>2c. The student will recognize or generate a summary or</i>	2	<b>Basic</b>	

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	<i>paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)</i>		<b>(recognize)</b> <b>Proficient (generate)</b>	
	<i>2d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3) (Including numbered item(s) 2-3)</i>	<b>3</b>	<b>Advanced</b>	
	<i>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i>	<b>3</b>	<b>Proficient</b>	
	<i>3b. The student will compose descriptive texts using specific details and vivid language. (DOK 3)</i>	<b>3</b>	<b>Proficient</b>	
	<i>3e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)</i>	<b>3</b>	<b>Proficient</b>	
	<i>3 f. The student will compose text of a variety of modes based on inquiry and research. (DOK 3) (Including numbered items 1-4)</i>	<b>3</b>	<b>Advanced</b>	
	<i>4a. The student will apply Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1-11)</i>	<b>1</b>	<b>Proficient</b>	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	4b. The student will apply Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 3-8)	<b>1</b>	<b>Proficient</b>	
	4c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2) (Including numbered item(s) 1-5)	<b>2</b>	<b>Proficient</b>	
	<b>Second Semester District Testing</b>			

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