



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
1 st Nine Weeks	<p>Term 1 will have skills from Competencies 1-4.</p> <ol style="list-style-type: none"> 1. The student will use word recognition and vocabulary (word meaning) skills to communicate. 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. 3. The student will express, communicate, or evaluate ideas effectively. 4. The student will use Standard English to communicate. 			<p style="text-align: center;">8</p> <p style="text-align: center;">17</p> <p style="text-align: center;">12</p> <p style="text-align: center;">13</p>
	<p>1a. The student will use word recognition skills for multi-syllabic words.</p> <p>1) Continue to use knowledge of vowel digraphs,</p>	2	Basic	

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Italicized Text: Review objective

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	<p>diphthongs, and r-controlled letter-sound correspondences to decode unknown.</p> <p>2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).</p> <p>3) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.</p> <p><u>6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read approximately 120 words correct per minute in connected text by the end of third grade.)</u></p>			
	<p>1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) to analyze words.</p>	<p>1</p>	<p>Basic</p>	
	<p>1e. The student will identify and use synonyms, antonyms, and homonyms.</p>	<p>1</p>	<p>Proficient</p>	
	<p>1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words.</p>	<p>2</p>	<p>Proficient</p>	
	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text.</p> <p>1) Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc.</p> <p>2) Parts of a book – title page, table of contents, glossary, index, etc.</p> <p>4) Genres – Fiction, nonfiction, and poetry</p>	<p>2</p>	<p>Proficient</p>	

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	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information.</p> <p>2) Answer literal and inferential questions about main characters, setting, plot, and theme.</p> <p>5) Arrange in sequential order a listing of events found in narrative and/or informational text.</p> <p>6) Identify stated causes and effects in text.</p> <p>8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p>	3	Proficient	
	<p>2c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.</p> <p>1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.</p>		Advanced	
	<p>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.</p> <p>2) Make connections between self and characters, events, and information in text or among texts.</p> <p>3) Compose visual images based upon text.</p>	3	Advanced	
	<p>4b. The student will use Standard English mechanics to compose or edit.</p> <p>1) End punctuation (e.g., period, question mark,</p>	1	Proficient	

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	<i>2a. The student will use text, parts of a book, text structures, and genres to analyze text. (Including numbered item(s) 1, 2, 4)</i>	2	Proficient	
	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (Including numbered item 2, 8)</p> <p>4) Identify the stated main idea of a narrative text or the topic of an informational text.</p> <p>9) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.</p> <p>10) Use key words in text to justify prediction(s).</p>	3	Proficient	
	<p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (Including numbered item(s) 1)</p> <p>2) Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	2	Advanced	
	<i>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (Including numbered item 2, 3)</i>	3	Advanced	
	3b. The student will compose descriptive text using specific details and vivid language.	3	Basic	

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	3c. The student will compose narrative text with a clear beginning, middle, and end.	3	Proficient	
	<i>4b. The student will use Standard English mechanics to compose or edit. (Including numbered item(s) 1, 8-10)</i>	1	Proficient	
	4c. The student will use correct and varied sentence structures. (Including numbered item(s) 1, 2) 3) Avoid sentence fragments and run-on sentences.	2	Proficient	
	1a. The student will use word recognition skills for multi-syllabic words. (Including numbered item(s) 1, 3, 6) 4) Create and analyze complex compound words (e.g., sky + scraper = skyscraper)	2	Basic	
	<i>1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.</i>	1	Basic	
	1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)	2	Proficient	
	1d. The student will develop and apply knowledge of words and word meanings to communicate. 1) Generate words into categories.	2	Proficient	

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	<i>1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words.</i>	2	Proficient	
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (Including numbered item 1, 2, 4)</i>	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (Including numbered item(s) 1, 2, 4, 8, 10) 3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.	3	Proficient	
	<i>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (Including numbered item(s) 1, 2)</i>	2	Advanced	
	<i>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (Including numbered item(s) 2, 3)</i>	3	Advanced	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] (Including numbered item(s) 1-5)	3	Proficient	
	3b. The student will compose descriptive text using specific details	3	Basic	

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	<i>and vivid language.</i>			
	<i>3c. The student will compose narrative text with a clear beginning, middle, and end.</i>	3	Proficient	
	3f. The student will generate questions and use multiple sources to locate answers.	3	Advanced	
	4a. The student will use Standard English grammar to compose or edit. 1) Nouns (e.g., singular, plural [including irregular forms], common, proper, possessives)	1	Proficient	
	<i>4b. The student will use Standard English mechanics to compose or edit. (Including numbered item(s) 1, 8-10)</i>	1	Proficient	
	<i>4c. The student will use correct and varied sentence structures. (Including numbered item(s) 1-3)</i>	2	Proficient	
	<i>1a. The student will use word recognition skills for multi-syllabic words. (Including numbered item(s) 1-4, 6)</i>	2	Basic	
	<i>1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.</i>	1	Basic	
	<i>1d. The student will develop and apply knowledge of words and word meanings to communicate. (Including numbered item(s) 1)</i>	2	Proficient	

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	<i>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (Including numbered item(s) 1)</i>	2	Advanced	
	<i>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (Including numbered item(s) 2, 3)</i>	3	Advanced	
	<i>4a. The student will use Standard English grammar to compose or edit. (Including numbered item(s) 1)</i>	1	Proficient	
	<i>1e. The student will identify and use synonyms, antonyms, and homonyms.</i>	1	Proficient	
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text.</i>	2	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information.</i>	3	Proficient	
	<i>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.</i>	2	Advanced	
	<i>3c. The student will compose narrative text with a clear beginning, middle, and end.</i>	3	Proficient	

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	<i>4b. The student will use Standard English mechanics to compose or edit. (Including numbered item(s) 1, 8-10)</i>	1	Proficient	
	<i>4c. The student will use correct and varied sentence structures. (Including numbered item(s) 1-3)</i>	2	Proficient	
	First Term District Test			
2 nd Nine Weeks	Term 2 will have skills from Competencies 1-4. <ol style="list-style-type: none"> 1. The student will use word recognition and vocabulary (word meaning) skills to communicate. 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. 3. The student will express, communicate, or evaluate ideas effectively. 4. The student will use Standard English to communicate. 			<p style="text-align: center;">8</p> <p style="text-align: center;">17</p> <p style="text-align: center;">12</p> <p style="text-align: center;">13</p>



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	1a. The student will use word recognition skills for multi-syllabic words. (Including numbered item(s) 1, 2, 6)	2	Basic	
	1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	1	Basic	
	1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words.	2	Proficient	
	1d. The student will develop and apply knowledge of words and word meanings to communicate. 2) Determine relationships among words organized in categories.	2	Proficient	
	1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource).	1	Proficient	
	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. Including numbered item(s) 4) 3) Text structures –description, sequential order, simple	2	Proficient	

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	cause and effect, simple procedure, etc.			
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (Including numbered item(s) 1, 4, 8) 7) Identify simple fact and opinion.	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (Including numbered item(s) 1,2)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (Including numbered item(s) 2, 3)	3	Advanced	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] (Including numbered item(s) 1-5)	3	Proficient	
	4a. The student will use Standard English grammar to compose or edit. (DOK 1) 2) Verbs, helping verbs and irregular verbs 3) Verb tense (conjugation and purpose for past, present, and future) 4) Subject-verb agreement	1	Proficient	

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	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 8-10)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2,3)	2	Proficient	
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1, 2, 6) 5) Create and use complex contractions (e.g., will + not = won't) correctly.	2	Basic	
	1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) to analyze words.(DOK 1)	1	Basic	
	1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2) (Including numbered item(s) 2)	2	Proficient	
	1e. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)	1	Proficient	
	1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2) 2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item(s) 1-3)	2	Proficient Proficient	

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	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) (Including numbered item(s) 8-10)	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) (Included numbered item(s) 1, 2)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item(s) 2, 3)	3	Advanced	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) 3) Functional Texts (e.g. labels, directions, shopping lists)	3	Proficient	
	4a. The student will use Standard English grammar to compose or edit. (DOK 1) 5) Articles and conjunctions 6) Adjectives (e.g., possessive, comparative, superlative) 7) Prepositions 10) Adverbs (avoiding double negatives)	1	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 8-10) 6) Apostrophes (e.g., contractions, possessives)	1	Proficient	

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	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2,3)	2		
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1, 2, 6)	2	Basic	
	1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1) 1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)	1	Basic	
	1e. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)	1	Proficient	
	1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	2	Proficient	
	1g. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)	2	Proficient	
	1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) (DOK 1)	1	Proficient	

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	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item 3)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) (Including numbered item(s) 8-10)	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1, 2)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item 2, 3)	3	Advanced	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) (Including numbered item(s) 3)	3	Proficient	
	3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)	3	Advanced	
	4a. The student will use Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 5, 7)	1	Proficient	
	4c. The student will use correct and varied sentence structures.	2	Proficient	

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	<i>(DOK 2)</i> (Including numbered item(s) 2, 3)			
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1, 2, 5, 6)	2	Basic	
	1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)	1	Basic	
	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item(s) 1, 2)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) (Including numbered item(s) 2, 3, 9, 10) 11) Identify important themes from texts and examine from more than one point of view.	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item 2, 3)	3	Advanced	
	3d. The student will compose informational text and at least	3	Proficient	

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	three supporting details. (DOK 3) 1) Reports			
	4a. The student will use Standard English grammar to compose or edit. (DOK 1) 8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns). 9) Pronoun-antecedent agreement (number and gender) 11) Interjections	1	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2, 3)	2	Proficient	
	<i>1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	2	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</i>	3	Proficient	
	<i>3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)</i>	3	Advanced	
	4a. The student will use Standard English grammar to compose or edit. (DOK 1)	1	Proficient	

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	First Semester District Testing			
3 rd Nine Weeks	<p>Term 3 will have skills from Competencies 1-4.</p> <ol style="list-style-type: none"> 1. The student will use word recognition and vocabulary (word meaning) skills to communicate. 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. 3. The student will express, communicate, or evaluate ideas effectively. 4. The student will use Standard English to communicate. 			<p>8</p> <p>17</p> <p>12</p> <p>13</p>
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 6)	2	Basic	

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	1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	2	Proficient	
	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item 4)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) (Including numbered item(s) 2, 3, 6, 8, 11)	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item(s) 2, 3) 1) Interpret text through moving, drawing, speaking, acting, or singing.	3	Advanced	
	3c. The student will compose narrative text with a clear beginning, middle, and end. (DOK 3)	3	Proficient	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) (Including numbered item(s))	3	Proficient	

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	1)			
	3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)	3	Advanced	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1-3, 8-10) 4) Quotation marks (e.g., quotations, titles of poems) 5) Underlining/Italics (titles of books and movies)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2, 3)	2	Proficient	
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item 5, 6)	2	Basic	
	1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)	2	Proficient	
	1e. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)	1	Proficient	
	1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)	3	Proficient	

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	(Including numbered item(s) 4, 8-10)			
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)(Including numbered item 1)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item(s) 2, 3)	3	Advanced	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] (DOK 3) (Including numbered item(s) 1-5)	3	Proficient	
	3b. The student will compose descriptive text using specific details and vivid language. (DOK 3)	3	Basic	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) (Including numbered item(s) 3)	3	Proficient	
	3e. The student will compose a simple persuasive text. (DOK 3)	3	Advanced	
	3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)	3	Advanced	

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	4a. The student will use Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1, 8-10)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2, 3)	2	Proficient	
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 6)	2	Basic	
	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)(Including numbered item 1, 2, 4)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)(Including numbered item(s) 4-10)	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)(Including numbered item(s) 1)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item(s) 1-3)	3	Advanced	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) (Including numbered item(s)	3	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review objective

Underlined Text: Focus of objective



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	3)			
	3e. The student will compose a simple persuasive text. (DOK 3)	3	Advanced	
	3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)	3	Advanced	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10) 7) Colons (in notation of time)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 1-3)	2	Proficient	
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item 3, 6)	2	Basic	
	1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, - es, -ed,- ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)(Including numbered item(s) 1, 5, 9, 10)	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)(Including numbered item(s) 1, 2)	2	Advanced	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item 2, 3)	3	Advanced	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) (Including numbered item(s) 1)	3	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 1- 3)	2	Proficient	
	<i>1g. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)</i>	2	Proficient	
	<i>1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource (DOK 1)</i>	1	Proficient	
	<i>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency</i>	3	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>four.] (DOK 3)</i>			
	<i>3b. The student will compose descriptive text using specific details and vivid language. (DOK 3)</i>	3	Proficient	
	<i>3d. The student will compose informational text and at least three supporting details. (DOK 3)</i>	3	Proficient	
	Third Term District Testing			
4th Nine Weeks	<p>Term 4 will have skills from Competencies 1-4.</p> <ol style="list-style-type: none"> 1. The student will use word recognition and vocabulary (word meaning) skills to communicate. 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. 3. The student will express, communicate, or evaluate ideas effectively. 4. The student will use Standard English to 			<p style="text-align: center;">8</p> <p style="text-align: center;">17</p> <p style="text-align: center;">12</p>

Regular Text: Introduction of objective
Italicized Text: Review objective
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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	communicate.			13
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 3, 6)	2	Basic	
	1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)	2	Proficient	
	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)(Including numbered item(s) 1-4)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)(Including numbered item(s) 2, 5, 8, 11)	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)(Including numbered item(s) 1, 2)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item(s) 2, 3)	3	Advanced	
	3a. The student will use an appropriate composing process (e.g.,	3	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] (DOK 3) (Including numbered item(s) 1-5)			
	3b. The student will compose descriptive text using specific details and vivid language. (DOK 3)	3	Proficient	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) (Including numbered item(s) 1)	3	Proficient	
	3e. The student will compose a simple persuasive text. (DOK 3)	3	Advanced	
	3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)	3	Advanced	
	4a. The student will use Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 6-10)	1	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2, 3)	2	Proficient	
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 6)	2	Basic	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)	1	Basic	
	1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource (DOK 1)	1	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)(Including numbered item(s) 2, 8-10)	3	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1, 2)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item 2, 3)	3	Advanced	
	3b. The student will compose descriptive text using specific details and vivid language. (DOK 3)	3	Basic	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) 2) Letters, thank you notes, invitations	3	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	4a. The student will use Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 8, 9, 11)	1	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1)(Including numbered item(s) 3, 8-10)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2, 3)	2	Proficient	
	1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item 1, 6)	2	Basic	
	1b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)	1	Basic	
	1e. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)	1	Proficient	
	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item(s) 3, 4)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)(Including numbered item(s) 8-10)	3	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1)	2	Advanced	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item 2, 3)	3	Advanced	
	3d. The student will compose informational text and at least three supporting details. (DOK 3) (Including numbered item(s) 2)	3	Proficient	
	3e. The student will compose a simple persuasive text. (DOK 3)	3	Advanced	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 4, 8-10)	1	Proficient	
	4c. The student will use correct and varied sentence structures. (DOK 2) (Including numbered item(s) 2, 3)	2	Proficient	
	<i>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1, 6)</i>	2	Basic	
	<i>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2) (Including numbered item 2)</i>	2	Proficient	
	<i>1g. The student will use context to determine the simple figurative</i>	2	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)</i>			
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)(Including numbered item(s) 3, 4)</i>	2	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)(Including numbered item(s) 5, 8)</i>	3	Proficient	
	<i>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3) (Including numbered item 3)</i>	3	Advanced	
	<i>3eThe student will compose a simple persuasive text. (DOK 3)</i>	3	Advanced	
	<i>3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)</i>	3	Advanced	
	<i>4a. The student will use Standard English grammar to compose or edit. (DOK 1) (Including numbered item(s) 1-11)</i>	1	Proficient	
	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1)(Including numbered item(s) 1-10)</i>	1	Proficient	
	Second Semester District Testing			