



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
1st Nine Weeks				Number of questions on the third grade test.
	<p>Term 1 will contain skills from competencies 1, 2, and 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. 4. The student will apply 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>1a. The student will apply knowledge of <u>concepts about print</u>.</p> <ol style="list-style-type: none"> 1) Point to words in text when reading aloud, matching spoken words to print. 2) Distinguish between uppercase and lowercase letters. 3) Identify and use title page, title, author, illustrator, and table of contents of a book. 	1	Basic	
	<p>1b. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness</p>	2	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

Underlined Text: Focus of objective

First Grade Reading ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<p>skills are <u>oral</u> skills. Once the skills are paired with print, they become phonics activities.)</p> <p>1) Identify and produce rhyming words orally that include <u>consonant blends and digraphs</u> (e.g., flat/splat, trap/snap, sing/ring).</p> <p>4) Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).</p> <p>5) <u>Distinguish short and long vowel sounds in spoken one-syllable words</u> (e.g., bīt/bīte, hōp/hōpe).</p> <p>6) <u>Blend and segment the phonemes in words containing two to four phonemes</u> (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).</p> <p>8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = bat or take /k/ from “cat” = at).</p>			
	<p>1c. The student will use word recognition skills.</p> <p>1) <u>Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, and short and long vowel patterns), and blend those sounds into recognizable words.</u></p> <p>3) Read words derived from common word families (e.g., -it, -at, -ite, -ate).</p>	2	Proficient	
	<p>1f. The student will develop and apply knowledge of words and word meanings to communicate.</p> <p>1) Identify and sort pictures and words into basic categories.</p>	1	Proficient	

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First Grade Reading ~ Language Arts



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	2) Recognize and explain word relationships within categories of words.			
	2b. The student will understand, infer, and <u>make simple predictions</u> 2) Answer and generate questions about characters, settings, and events. 3) Make simple inferences about narrative and/or informational text.	2	Proficient	
	4b. The student will use Standard English mechanics. 7) <u>Spell words commonly found in first grade level text.</u> 8) Develop handwriting skills – Position paper in order to write in a left to right progression moving from top to bottom on the page. -Write first and last name legibly. -Write lowercase and uppercase letters legibly. -Write words and sentences legibly using proper spacing	1	Proficient	
	<i>1a. The student will apply knowledge of <u>concepts about print.</u></i>	1	Basic	
	<i>1b. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are <u>oral</u> skills. Once the skills are paired with print, they become phonics activities.)</i>	2	Proficient	
	<i>1c. The student will use word recognition skills.</i>	2	Proficient	

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	<i>1f. The student will develop and apply knowledge of words and word meanings to communicate.</i>	1	Proficient	
	<i>2b. The student will understand, infer, and <u>make simple predictions</u>.</i>	2	Proficient	
	<i>4b. The student will use Standard English mechanics.</i>	1	Proficient	
	First Term Testing			
2 nd Nine Weeks	<p>Term 2 will contain skills from competencies 1, 2, 3, and 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 apply Standard English to communicate. 			<p>8</p> <p>17</p> <p>12</p> <p>13</p>
	1a. The student will apply knowledge of <u>concepts about print</u>. 4) Identify dialogue in connected text.	1	Proficient	

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	1b. The student will apply knowledge of phonological and phonemic awareness. 7) Blend and segment sounds in spoken words containing initial and final blends.	2	Proficient	
	1c. The student will use word recognition skills. 4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.). 6) Identify simple compound words (e.g., dog + house = doghouse)	2	Proficient	
	1e. The student will begin to <u>identify and use roots and affixes</u> (e.g., un-, re, -s, -es, -ed, -ing) to decode and understand words.	2	Proficient	
	3b. The student will <u>compose a description of a person, place, or thing.</u> 1) Compose drawings/visual images and orally describe.	3	Basic	
	4a. The student will use Standard English grammar. 1) Begin to use nouns. (e.g., singular, plural) 2) Begin to use verbs.	1	Proficient	
	4b. The student will use Standard English mechanics. 3) Begin to use commas (e.g., dates). 5) Begin to use colon in notation of time.	1	Proficient	
	<i>1a. The student will apply knowledge of concepts about print.</i>	1	Basic	
	<i>1b. The student will apply knowledge of phonological and</i>	2	Proficient	

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	<i>phonemic awareness.</i>			
	<i>1c. The student will use word recognition skills.</i>	2	Proficient	
	<i>1e. The student will begin to <u>identify and use roots and affixes</u> (e.g., un-, re, -s, -es, -ed, -ing) to decode and understand words.</i>	2	Proficient	
	<i>3b. The student will <u>compose a description of a person, place, or thing.</u></i>	3	Basic	
	<i>4a. The student will use Standard English grammar.</i>	1	Proficient	
	<i>4b. The student will use Standard English mechanics.</i>	1	Proficient	
	First Semester District Testing			
3rd Nine Weeks	Term 3 will contain skills from competencies 1, 2, 3, and 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. 			<p style="text-align: center;">8</p> <p style="text-align: center;">17</p> <p style="text-align: center;">12</p>

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	4.The student will apply Standard English to communicate.			13
	1a. The student will apply knowledge of concepts about print. 3) Identify and use title page, title, author, illustrator, and table of contents of a book.	1	Proficient	
	1b. The student will apply knowledge of phonological and phonemic awareness. 2) Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in “bi-cy- cle,” bas + ket + ball= basketball, telephone = tel + e + phone). 3) Identify and count the number of syllables in a spoken word.	2	Proficient	
	1c. The student will use word recognition skills. 1) <u>Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, and short and long vowel patterns), and blend those sounds into recognizable words.</u> 3) Read words derived from common word families (e.g., -it, -at, -ite, -ate). 4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.). 7) Identify simple contractions correctly (e.g., can + not = can’t, has + not = hasn’t, did + not = didn’t).	2	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	1d.) The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.	1	Proficient	
	1f. The student will develop and apply knowledge of words and word meanings to communicate. 1) Identify and sort pictures and words into basic categories. 2) Recognize and explain word relationships within categories of words.	1	Proficient	
	1h.) The student will use context to determine the meanings of unfamiliar or multiple meaning words.	2	Proficient	
	1i) The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/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. 1) Text features– titles, illustrations, headings, graphs, etc. 2) Parts of a book – title page, title, author, illustrator, table of contents, etc. 3) Text structures- sequential order and description.	2	Proficient	

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	<p>2b. The student will understand, infer, and make simple predictions.</p> <p>1) Answer and generate who, what, when, where, why, and how questions.</p> <p>2) Answer and generate questions about characters, settings, and events.</p> <p>3) Make simple inferences about narrative and/or informational text.</p> <p>5) Make a prediction about narrative or informational text and confirm or revise the prediction.</p> <p>6) Use key words in text to justify prediction (s).</p>	2	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.</p> <p>1) Retell a story including characters, setting, and important events</p> <p>2) Retell the correct sequence of events in narrative and/or informational text.</p>	2	Proficient	
	<p>3d. The student will compose a short informational text based on a familiar topic, including but not limited to:</p> <p>3) Functional texts (e.g., labels, directions, shopping lists, etc.)</p>	3	Proficient	
	<p>4b. The student will use Standard English mechanics. (Including numbered item(s) 1,3,6-7)</p>	1	Proficient	

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	4) Begin to use apostrophes (e.g., contractions).			
	4c. The student will use varied sentence structures. (DOK 2) 1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling). 2) Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling). 3) Compose simple sentences.	2	Proficient	
	<i>1a. The student will apply knowledge of concepts about print.</i>	1	Proficient	
	<i>1b. The student will apply knowledge of phonological and phonemic awareness.</i>	2	Proficient	
	<i>1c. The student will use word recognition skills.</i>	2	Proficient	
	<i>1d.) The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.</i>	1	Proficient	
	<i>1e. The student will begin to <u>identify and use roots and affixes</u> (e.g., un-, re, -s, -es, -ed, -ing) to decode and understand words.</i>	2	Proficient	
	<i>1f. The student will develop and apply knowledge of words and word meanings to communicate.</i>	1	Proficient	
	<i>3b. The student will <u>compose a description of a person, place, or</u></i>	3	Basic	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<u>thing.</u>			
	<i>4a. The student will use Standard English grammar.</i>	1	Proficient	
	<i>4b. The student will use Standard English mechanics.</i>	1	Proficient	
	<i>4c. The student will use varied sentence structures.</i>	2	Proficient	
	Third Term District Testing			
4th Nine Weeks	<p>Term 4 will contain skills from competencies 1, 2, 3, and 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 apply 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>1c. The student will use word recognition skills. (Including numbered item(s) 1-8)</p> <p>8) Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately</p>	2	Proficient	

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	40 to 60 words correct per minute by the end of first grade.			
	1g. The student will begin to identify and use synonyms, antonyms, and homonyms.	2	Proficient	
	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. 4) Genres- Fiction, nonfiction, and poetry.	2	Proficient	
	2b. The student will understand, infer, and make simple predictions. 4) Identify the main idea of a simple or topic of an informational text.	2	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.	2	Proficient	
	2d. The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence. 1) Interpret text through moving, drawing, speaking, acting, or singing. 2) Make connections between self and text or text and text after sharing text or reading text independently. 3) Compose visual images based on text.	3	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	4) Identify favorite passages			
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. 1) Planning 2) Drafting 3) Revising 4) Editing 5) Publishing/Sharing	3	Advanced	
	3b. The student will compose a description of a person, place, or thing. 2) Compose oral and written descriptions of a familiar person, place, or thing.	3	Proficient	
	3c. The student will compose a narrative with a beginning, middle, and end. 1) Compose retellings/stories with a beginning, middle, and end. 2) Compose drawings/visual images to tell stories with a beginning, middle, and end.	3	Proficient	
	3d. The student will compose a short informational text based on a familiar topic, including but not limited to: 1) Reports 2) Letters, thank you notes, invitations	3	Proficient	
	4a. The student will use Standard English grammar. 3) Begin to use articles and conjunctions.	1	Proficient	

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	<p>4) Begin to use adjectives. 5) Begin to use pronouns.</p>			
	<i>1a. The student will apply knowledge of concepts about print.</i>	1		
	<i>1b. The student will apply knowledge of phonological and phonemic awareness.</i>	2		
	<i>1c. The student will use word recognition skills.</i>	2	Proficient	
	<i>1f. The student will develop and apply knowledge of words and word meanings to communicate.</i>	1		
	<i>1h.) The student will use context to determine the meanings of unfamiliar or multiple meaning words.</i>	2		
	<i>1i) The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).</i>	1		
	<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 understand, infer, and make simple predictions.</i>	2	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit.</i>	3	Advanced	
	<i>3b. The student will compose a description of a person, place, or thing.</i>	3	Proficient	
	<i>4a. The student will use Standard English grammar.</i>	1	Proficient	
	Second Semester District Testing			

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