



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
<b>1<sup>st</sup> Nine Weeks</b>	<p><b>All Terms will include skills from competencies 1-4.</b></p> <ol style="list-style-type: none"> <li><b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b></li> <li><b>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.</b></li> <li><b>3. The student will express, communicate, or evaluate ideas effectively.</b></li> <li><b>4. The student will use Standard English to communicate.</b></li> </ol>			
	<p>1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)</p> <ol style="list-style-type: none"> <li>1) Blend and segment spoken words into syllables and syllables into phonemes.</li> <li>2) Continue to identify and count the number of syllables in a spoken word.</li> <li>3) Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at” = bat; or take /k/ from “cat” = at; change /i/ in hit to /a/ = hat. What happens when you change “spot” to “stop”?).</li> </ol>	<b>2</b>	Basic	

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	<p>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2)</p> <p>2) Read words derived from word families (e.g., -it, -at, -ite, -ate).</p> <p>3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).</p> <p>7) Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)</p>	<b>2</b>	Proficient	
	<p>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)</p> <p>1) Identify and begin to generate words into categories.</p>	<b>1</b>	Proficient	
	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)</p> <p>1) Text features – titles, headings, illustrations, graphs, captions, charts, etc.</p> <p>4) Genres – Fiction, nonfiction, and poetry</p>	<b>2</b>	Proficient	
	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)</p> <p>1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.</p> <p>2) Answer literal and simple inferential questions about main characters, settings, and events.</p>	<b>2</b>	Proficient	

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	3) Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.			
	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) 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	<b>2</b>	Proficient	
	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) 2) Make connections between self and characters and events in text. 3) Compose visual images. 4) Identify favorite passages and explain why the passage is a favorite, citing text-based evidence.	<b>3</b>	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) 1) End punctuation (e.g., period, question mark, exclamation mark) 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 in a friendly letter) 8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles,	<b>1</b>	Proficient	

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	<p>initials, the pronoun “I”)            9) Spell words commonly found in second grade level texts.            10) Write words and sentences legibly.</p>			
	<p>4c. The student will use correct and varied sentence structure. (DOK 2)            1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/ command or request).            2) Compose declarative/telling, interrogative/question, exclamatory/strong feeling, and imperative/command or request sentences.            3) Compose simple or compound sentences.</p>	<b>2</b>	Proficient	
	<p><i>1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-3)</i></p>		Basic	
	<p>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 2,3,7)            1) Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.</p>	<b>2</b>	Proficient	
	<p>1c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)</p>	<b>1</b>	Basic	

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	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item 1)</i>	<b>1</b>	Proficient	
	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) Parts of a book – title page, title, author, illustrator, table of contents, glossary, etc.	<b>2</b>	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item 1-3)</i>	<b>2</b>	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1) 2) Arrange in sequential order a listing of events found in narrative and/or informational text.	<b>2</b>	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(s) 2-4)</i>	<b>3</b>	Proficient	
	3b. The student will compose descriptive text containing specific details. (DOK 3)	<b>3</b>	Proficient	

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	3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)	3	Proficient	
	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 2, 8-10)</i>	1	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 1-3)</i>	2	Proficient	
	<i>1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-3)</i>	2	Basic	
	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 2,3,7) 4) Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words.	2	Proficient	
	<i>1c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)</i>	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 1, 2, 4) 3) Text structures – fiction, nonfiction, description, sequential order, simple cause and effect, etc.	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered	2	Proficient	

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	item(s) 1-3) 7) Draw conclusions based on information from narrative and/or informational text.			
	<i>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)</i>	<b>2</b>	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(s) 2-4)</i>	<b>3</b>	Proficient	
	<i>3b. The student will compose descriptive text containing specific details. (DOK 3)</i>	<b>3</b>	Proficient	
	<i>3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)</i>	<b>3</b>	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 8-10)	<b>1</b>	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2, 3)</i>	<b>2</b>	Proficient	
	<i>1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-3)</i>	<b>2</b>	Basic	

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	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 2-4,7)</i>	<b>2</b>	Proficient	
	1f. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)	<b>1</b>	Proficient	
	<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) 1, 4)</i>	<b>2</b>	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1,7)</i>	<b>2</b>	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. (DOK 2) (Including numbered item 1, 2)</i>	<b>2</b>	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(s) 2-4)</i>	<b>3</b>	Proficient	
	3a.1-5) The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)	<b>3</b>	Proficient	

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	<i>3b. The student will compose descriptive text containing specific details. (DOK 3)</i>	<b>3</b>	Proficient	
	<i>3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)</i>	<b>3</b>	Proficient	
	4a. The student will use Standard English grammar. (DOK 1) 1) Nouns (e.g., singular, plural, common, proper, possessive) 5) Articles and conjunctions 8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns)	<b>1</b>	Proficient	
<b>2<sup>nd</sup> Nine Weeks</b>	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 8-10)</i>	<b>1</b>	Proficient	
	<b>First Term District Testing</b>			
	1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-3)	<b>2</b>	Basic	
	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 2,3,7) 5) Identify and create compound words.	<b>2</b>	Proficient	
	1c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	<b>1</b>	Basic	

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	(DOK 1) 1f. 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) 1, 4)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1-3,7) 4) Identify the main idea and some details in narrative text or the topic and some details in informational text.	2	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1)	2	Proficient	
	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) 2-4)	3	Proficient	
	3a.1-5) The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)	3	Proficient	

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	3b. The student will compose descriptive text containing specific details. (DOK 3)	3	Proficient	
	4a. The student will use Standard English grammar. (DOK 1) (Including numbered item(s) 1, 5, 8)	1	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1, 8-10)	1	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2, 3)</i>	2	Proficient	
	<i>1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-3)</i>	2	Basic	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1-3,7)</i>	2	Proficient	
	<i>1c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)</i>	1	Basic	
	1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	2	Proficient	
	1h. The student will use reference materials to determine the	1	Proficient	

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	meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, or peer as a resource). (DOK 1)			
	<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) 1-3)</i>	<b>2</b>	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 2) 8)Identify and discuss the theme of a text.	<b>2</b>	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. (DOK 2) (Including numbered item(s) 1)</i>	<b>2</b>	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)</i> 1) Interpret text through moving, drawing, speaking, acting, or singing.	<b>3</b>	Proficient	
	3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)	<b>3</b>	Proficient	
	3d. The student will compose informational text with a main idea	<b>3</b>	Proficient	

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	and supporting details. (DOK 3) 2) Letters, thank you notes, invitations			
	3e. The student will generate questions and use one source to locate the answers. (DOK 3)	3	Proficient	
	4a. The student will use Standard English grammar. (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	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 3, 8-10) 6) Apostrophes (e.g., contractions, possessives)	1	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2-3)</i>	2	Proficient	
	<i>1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-3)</i>	2	Basic	
	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1-4,7) 6) Identify and create contractions (e.g., can + not = can't) correctly.	2	Proficient	

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	<i>1c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)</i>	<b>1</b>	Basic	
	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	<b>2</b>	Proficient	
	<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) 2, 3)</i>	<b>2</b>	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1-3) 5) Determine simple causes and effects.</i>	<b>2</b>	Proficient	
	<i>2c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1)</i>	<b>2</b>	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(s) 2-4)</i>	<b>3</b>	Proficient	
	<i>4a. The student will use Standard English grammar. (DOK 1) (Including numbered item(s) 2-5, 7)</i>	<b>1</b>	Proficient	

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	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 6, 8-10)</i>	<b>1</b>	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2, 3)</i>	<b>2</b>	Proficient	
	<i>1a. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-3)</i>	<b>2</b>	Basic	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1-4,7)</i>	<b>2</b>	Proficient	
	<i>1c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)</i>	<b>1</b>	Basic	
	<i>1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)</i>	<b>2</b>	Advanced	
	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1) 2) Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)</i>	<b>1</b>	Proficient	

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	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	<b>2</b>	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 2)</i>	<b>2</b>	Proficient	
	<i>2c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. (DOK 2) (Including numbered item(s) 1)</i>	<b>2</b>	Proficient	
	<i>3a.1-5) The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)</i>	<b>3</b>	Proficient	
	<i>3b. The student will compose descriptive text containing specific details. (DOK 3)</i> )	<b>3</b>	Proficient	
	3d. The student will compose informational text with a main idea and supporting details. (DOK 3) 1) Reports	<b>3</b>	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10) 7) Colons (e.g., in notation of time	<b>1</b>	Proficient	
<b>3<sup>rd</sup> Nine Weeks</b>	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2, 3)</i>	<b>2</b>	Proficient	

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	<b>First Semester District Testing</b>			
	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1,4,7)	2	Proficient	
	1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)	2	Advanced	
	1f. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)	1	Proficient	
	1g. 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(s) 2, 3)	2	Proficient	
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 8)	2	Proficient	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based	2	Proficient	

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	evidence. (DOK 2) (Including numbered item(s) 1, 2)			
	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) 3,4)	<b>3</b>	Proficient	
	3b. The student will compose descriptive text containing specific details. (DOK 3)	<b>3</b>	Proficient	
	3d. The student will compose informational text with a main idea and supporting details. (DOK 3) (Including numbered item(s) 1)	<b>3</b>	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 7-10)	<b>1</b>	Proficient	
	4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2, 3)	<b>2</b>	Proficient	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 7)</i>	<b>2</b>	Proficient	
	<i>1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)</i>	<b>2</b>	Advanced	
	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	<b>2</b>	Proficient	

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	1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, or peer as a resource). (DOK 1)	1	Proficient	
	<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) 2-4)</i>	2	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 5)</i>	2	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. (DOK 2) (Including numbered item(s) 1)</i>	2	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(s) 3,4)</i>	3	Proficient	
	3a.1-5) The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)	3	Proficient	

Regular Text: Introduction of objective

*Italicized Text: Review objective*

Underlined Text: Focus of objective



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	3d. The student will compose informational text with a main idea and supporting details. (DOK 3) 3) Functional texts (e.g., labels, directions, shopping lists)	3	Proficient	
	3e. The student will generate questions and use one source to locate the answers. (DOK 3)	3	Proficient	
	4a. The student will use Standard English grammar. (DOK 1) 6) Adjectives (e.g., possessive, comparative, superlative) 9) Adverbs	1	Proficient	
	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10)</i>	1	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 1-3)</i>	2	Proficient	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 5,7)</i>	2	Proficient	
	1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 2)	1	Proficient	
	<i>1f. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)</i>	1	Proficient	
	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	2	Proficient	

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	<i>1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, or peer as a resource). (DOK 1)</i>	<b>1</b>	Proficient	
	<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) 2, 3)</i>	<b>2</b>	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 3, 4)</i>	<b>2</b>	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. (DOK 2) (Including numbered item(s) 1, 2)</i>	<b>2</b>	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(s) 1-4)</i>	<b>3</b>	Proficient	
	<i>3e. The student will generate questions and use one source to locate the answers. (DOK 3)</i>	<b>3</b>	Proficient	
	<i>4a. The student will use Standard English grammar. (DOK 1)</i>	<b>1</b>	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>(Including numbered item(s) 5-8)</i>			
	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10)</i>	<b>1</b>	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 1-3)</i>	<b>2</b>	Proficient	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 1,7)</i>	<b>2</b>	Proficient	
	<i>1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)</i>	<b>2</b>	Advanced	
	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	<b>2</b>	Proficient	
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item 4)</i>	<b>2</b>	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 4, 6)</i>	<b>2</b>	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>	<b>2</b>	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>(DOK 2) (Including numbered item(s) 1)</i>			
	<i>3b. The student will compose descriptive text containing specific details. (DOK 3)</i>	<b>3</b>	Proficient	
	3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)	<b>3</b>	Proficient	
	<i>3d. The student will compose informational text with a main idea and supporting details. (DOK 3) (Including numbered item(s) 2)</i>	<b>3</b>	Proficient	
<b>4<sup>th</sup> Nine Weeks</b>	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 8-10)</i>	<b>1</b>	Proficient	
	<b>Third Term District Testing</b>			
	1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 6, 7)	<b>2</b>	Proficient	
	1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)	<b>2</b>	Advanced	
	1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	<b>2</b>	Proficient	
	2a. The student will use text features, parts of a book, text	<b>2</b>	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	structures, and genres to analyze text. (DOK 2) (Including numbered item(s) 1, 3)			
	2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 4-6, 8)	<b>2</b>	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)	<b>2</b>	Proficient	
	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, 4)	<b>3</b>	Proficient	
	3a.1-5) The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)	<b>3</b>	Proficient	
	3b. The student will compose descriptive text containing specific details. (DOK 3)	<b>3</b>	Proficient	
	3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)	<b>3</b>	Proficient	
	4a. The student will use Standard English grammar. (DOK 1)	<b>1</b>	Proficient	

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	7) Prepositions			
	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 structure. (DOK 2) (Including numbered item(s) 2, 3)	2	Proficient	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 7)</i>	2	Proficient	
	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	2	Proficient	
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item 1)</i>	2	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 7)</i>	2	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. (DOK 2) (Including numbered item(s) 1)</i>	2	Proficient	
	<i>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and</i>	3	Proficient	

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	<i>informational text, citing text-based evidence. (DOK 3) (Including numbered item(s) 1, 3, 4)</i>			
	<i>3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)</i>	<b>3</b>	Proficient	
	3d. The student will compose informational text with a main idea and supporting details. (DOK 3) (Including numbered item 2)	<b>3</b>	Proficient	
	3e. The student will generate questions and use one source to locate the answers. (DOK 3)	<b>3</b>	Proficient	
	4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 2, 3, 8-10) 4) Quotation marks (e.g., quotations) 5) Underlining/Italics (e.g., titles of books and movies)	<b>1</b>	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2, 3)</i>	<b>2</b>	Proficient	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 7)</i>	<b>2</b>	Proficient	
	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	<b>2</b>	Proficient	
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) (Including numbered item 4)</i>	<b>2</b>	Proficient	

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	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1, 5, 6, 8)</i>	<b>2</b>	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. (DOK 2) (Including numbered item(s) 1)</i>	<b>2</b>	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(s) 1, 3, 4)</i>	<b>3</b>	Proficient	
	<i>3a.1-5) The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)</i>	<b>3</b>	Proficient	
	<i>3c. The student will compose narrative text with a beginning, middle, and end. (DOK 3)</i>	<b>3</b>	Proficient	
	<i>3d. The student will compose informational text with a main idea and supporting details. (DOK 3) (Including numbered item 1)</i>	<b>3</b>	Proficient	
	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 2-5, 8-10)</i>	<b>1</b>	Proficient	

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	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 2, 3)</i>	<b>2</b>	Proficient	
	<i>1b. The student will use word recognition skills for multi-syllabic words. (DOK 2) (Including numbered item(s) 3,4,7)</i>	<b>2</b>	Proficient	
	<i>1d. The student will manipulate and analyze roots and affixes (e.g., un-, re-, mis-, pre-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)</i>	<b>2</b>	Advanced	
	<i>1g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	<b>2</b>	Proficient	
	<i>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2) (Including numbered item(s) 1-5, 7-8)</i>	<b>2</b>	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. (DOK 2) (Including numbered item(s) 1,2)</i>	<b>2</b>	Proficient	
	<i>3d. The student will compose informational text with a main idea and supporting details. (DOK 3) (Including numbered item 2)</i>	<b>3</b>	Proficient	
	<i>4a. The student will use Standard English grammar. (DOK 1) (Including numbered item(s) 1-9)</i>	<b>1</b>	Proficient	

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	<i>4b. The student will use Standard English mechanics to compose or edit. (DOK 1) (Including numbered item(s) 1-10)</i>	<b>1</b>	Proficient	
	<i>4c. The student will use correct and varied sentence structure. (DOK 2) (Including numbered item(s) 1-3)</i>	<b>2</b>	Proficient	
	<b>Second Semester District Testing</b>			