



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
1 st Nine Weeks	<p>1a. The student will apply knowledge of concepts about print.</p> <p>2) Demonstrate that print carries meaning for the reader.</p> <p>3) Identify front cover, back cover, and title page of a book.</p> <p>7) Distinguish letters from words</p> <p>8) Distinguish between uppercase and lowercase letters.</p>	1	<p>Basic (identify)</p> <p>Proficient (distinguish)</p>	
	<p>1b. The student will apply knowledge of phonological and phonemic awareness.</p> <p>2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).</p>	2	Basic	
	<p>1e. The student will develop and apply knowledge of words and word meanings to communicate.</p> <p><u>1) Name pictures of common objects and concepts.</u></p> <p><u>2) Use words to describe location, size, color, and shape.</u></p> <p>3) Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).</p>	1	Basic	
	<p>1g. The student will use pictures and context to understand the meaning of a word.</p>	2	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

Underlined Text: Focus of objective

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as 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, etc. 2) Parts of a book- title page, title, author, illustrator, etc.)	2	Proficient	
	<u>2b. The student will understand and make simple inferences about text.</u> 1) <u>Answer literal who, what, and where questions.</u> 3) Use illustrations to discuss the main idea of a simple story.	2	Advanced	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. 1) <u>Retell a familiar story with the book as a reference.</u>	2	Proficient	
	2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. 3) Compose visual images (e.g., draw a picture based on something in the text). 4) Identify favorite passages.	2	Proficient	

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	<p>3c. The student will compose a personal story or narrative.</p> <p>1) Compose dictated narratives relating a personal story.</p> <p>2) Compose drawings/visual images and use to dictate a personal story or narrative.</p>	2	Proficient	
	<p>4b. The student will use Standard English mechanics.</p> <p>2) Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.</p> <p>4) Develop handwriting skills</p>	1	Proficient	
	<p>4c. The student will begin to use a variety of sentence structures.</p> <p>1) Speak in complete sentences.</p> <p>2) Initiate questions in conversation using age-appropriate words, phrases, and sentences.</p>	1	Proficient	
	<p>1a. The student will apply knowledge of concepts about print. (Including numbered item(s) 2, 3, 7, 8)</p> <p>1) Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).</p> <p>4) Point to words in a text when reading aloud, matching spoken words to print.</p> <p>5) Track words from left to right and top to bottom</p>	1	Proficient	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	on a printed page.			
	1b. The student will apply knowledge of phonological and phonemic awareness. 5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball). (Including numbered item 2)	2	Proficient	
	1e. The student will develop and apply knowledge of words and word meanings to communicate. (Including numbered item(s) 1-3) 4) Begin to recognize word relationships.	1	Proficient	
	<i>1g. The student will use pictures and context to understand the meaning of a word.</i>	2	Proficient	
	<i>1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource).</i>	1	Proficient	
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (Including numbered item(s) 1-2)</i>	2	Proficient	
	<u>2b. The student will understand and make simple inferences</u>	2	Advanced	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<p><u>about text.</u> 2) <u>Identify and discuss main characters, setting, and major events.</u> 4) Make simple inferences about narrative and/or informational text. (Including numbered item(s) 1,3)</p>	2		
	<p><i>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (Including numbered item 1)</i></p>	2	Proficient	
	<p>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (Including numbered item 3) 1) Interpret text through moving, drawing, speaking, acting, or singing. 2) Make connections between self and text after shared reading.</p>	2	Proficient	
	<p>3b. The student will compose a description of a person, place, or thing. 1) Compose drawings/visual images and orally describe compositions. 2) Compose oral descriptions of a familiar person, place, or thing.</p>	3	Proficient	
	<p>4a. The student will use Standard English grammar. 1) Begin to recognize the use of nouns, verbs, and</p>	1	Basic	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	adjectives.			
	4b. The student will use Standard English mechanics. (Including numbered item(s) 2, 4) 3) Begin to use developmentally appropriate spelling.	1	Proficient	
	<i>4c. The student will begin to use a variety of sentence structures. (Including numbered item(s) 1-2)</i>	1	Proficient	
	1a. The student will apply knowledge of concepts about print. (Including numbered item(s) 1-5,7-8) 6) Recognize that sentences in print are made up of separate words.	1	Basic	
	1b. The student will apply knowledge of phonological and phonemic awareness. (Including numbered item 2) 1) Break spoken sentences into individual words (e.g., claps, taps, speaks).	2	Basic	
	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (Including numbered item(s) 1-4)</i>	1	Basic	
	1f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad).	1	Proficient	
	<i>1g. The student will use pictures and context to understand the meaning of a word.</i>	2	Proficient	

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	<i>1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource).</i>	1	Proficient	
	<i>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (Including numbered item(s) 1-2)</i>	2	Proficient	
	<u>2b. The student will understand and make simple inferences about text. (Including numbered item(s) 1-4)</u>	2	Advanced	
	<i>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (Including numbered item 1)</i>	2	Proficient	
	<i>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (Including numbered item(s) 1-4)</i>	2	Proficient	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). 1) <u>Planning</u> <ul style="list-style-type: none"> • Begin to use graphic organizers to generate and organize ideas. 2) <u>Drafting</u>	3	Proficient	

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	<ul style="list-style-type: none"> • Begin to put thoughts on paper through use of scribbling, symbols, pictures, or words. [*Writing for kindergarten students is defined as making marks and/or symbols on a page that possess meaning for the author.] 			
	<i>3b. The student will compose a description of a person, place, or thing. (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>3c. The student will compose a personal story or narrative. (Including numbered item(s) 1-2)</i>	2	Proficient	
	3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). 1) Compose class reports/charts about a familiar topic. 2) Functional texts (e.g., labels, notes, etc.).	3	Proficient	
	<i>4a. The student will use Standard English Grammar (Including numbered item 1)</i>	1	Basic	
	<i>4b. The student will use Standard English mechanics. (Including numbered item(s) 2-4)</i>	1	Proficient	
	<i>4c. The student will begin to use a variety of sentence structures. (Including numbered item(s) 1-2)</i>	1	Proficient	
	<i>1a. The student will apply knowledge of concepts about print. (DOK 1) (Including numbered item(s) 1-8)</i>	1	Basic	

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
Letter	<p>1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1, 5)</p> <p>3) <u>Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ō/ in hop).</u></p> <p>4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).</p> <p>7) Articulate phonemes correctly.</p>	2	Proficient	
	<p>1c. The student will use word recognition skills. (DOK 1)</p> <p>1) Match all consonant and short vowel sounds to the appropriate letters.</p> <p>2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.</p> <p>6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).</p> <p>7) Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).</p>	1	Proficient	
	<p><i>1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as</i></p>	1	Proficient	

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	<i>resource).</i> (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) 1-2)</i>	2	Proficient	
	<u><i>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-2)</i></u>	2	Advanced	
	<i>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (DOK 2) (Including numbered item 1)</i>	2	Proficient	
	<i>3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	4a. The student will use Standard English Grammar (Including numbered item 1) 2) Begin to recognize the use of articles and conjunctions.	1	Proficient	
	4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 2-4) 1) Begin to recognize and use end punctuation (e.g.,	1	Proficient	

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	period, question mark, exclamation mark) in shared writing.			
	<i>4c. The student will begin to use a variety of sentence structures. (DOK 1) (Including numbered item(s) 1-2)</i>	1	Proficient	
	First Term District Testing			
2 nd Nine Weeks	1a. The student will apply knowledge of concepts about print. (DOK 1) (Including numbered item(s) 1-8)	1	Basic	
	1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-5,7)	2	Basic	
	1c. The student will use word recognition skills. (DOK 1) (Including numbered item(s) 1-4)	1	Proficient	
	1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)	1	Basic	
	1g. The student will use pictures and context to understand the meaning of a word. (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) 1-2)	2	Proficient	

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	4) Genres- fiction, nonfiction, and poetry (nursery rhymes)			
	<u>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-4)</u>	2	Advanced	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (DOK 2) (Including numbered item 1)	2	Proficient	
	2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2) (Including numbered item(s) 1-4)	2	Proficient	
	3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2) 3c. The student will compose a personal story or narrative. (DOK 2) (Including numbered item(s) 1-2)	3	Proficient Proficient	
	3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). (DOK 3) (Including numbered item(s) 1-2)	3	Proficient	
	4a. The student will use Standard English Grammar. (DOK 1) (Including numbered item(s) 1-2)	1	Basic	
	4b. The student will use Standard English mechanics. (DOK	1	Proficient	

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	1) (Including numbered item(s) 1-4)			
	4c. The student will begin to use a variety of sentence structures. (DOK 1) (Including numbered item(s) 1-2)	1	Proficient	
	<i>1a. The student will apply knowledge of concepts about print. (DOK 1) (Including numbered item(s) 1-8)</i>	1	Basic	
	<i>1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-5, 7)</i>	2	Basic	
	<i>1c. The student will use word recognition skills. (DOK 1) (Including numbered item(s) 1-2, 6-7)</i>	1	Proficient	
	1f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). (DOK 1)	1	Proficient	
	<i>1g. The student will use pictures and context to understand the meaning of a word. (DOK 2)</i>	2	Proficient	
	1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). (DOK 1)	1	Proficient	

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	<p>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, 4) 3) Text structures – sequential order</p>	2	Proficient	
	<p><i>2b. The student will understand and make simple inferences about text. (DOK 2)(Including numbered item(s) 1-4)</i></p>	2	Advanced	
	<p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (DOK 2)(Including numbered item 1) 2) Retell a familiar story without the book including a beginning, middle, and end. 3) Retell two to three steps in the sequence of events in text shared with the student.</p>	2	Proficient	
	<p><i>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2)</i> <i>(Including numbered item(s) 1-4)</i></p>	2	Proficient	
	<p>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). (DOK 3)(Including numbered item(s) 1-2)</p>	3	Proficient	

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	<i>3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>3c. The student will compose a personal story or narrative. (DOK 2) (Including numbered item(s) 1-2)</i>	2	Proficient	
	<i>3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>4a. The student will use Standard English Grammar (Including numbered item(s) 1-2)</i>	1	Basic	
	<i>4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Proficient	
	<i>4c. The student will begin to use a variety of sentence structures. (DOK 1) (Including numbered item(s) 1-2)</i>	1	Proficient	
	<i>1f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). (DOK 1)</i>	1	Proficient	
	<i>1g. The student will use pictures and context to understand the meaning of a word. (DOK 2)</i>	2	Proficient	
	4b. The student will use Standard English mechanics. (DOK	1	Proficient	

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	1) (Including numbered item(s) 1-4)			
	4c. The student will begin to use a variety of sentence structures. (DOK 1) (Including numbered item(s) 1-2)	1	Proficient	
	1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-5,7) 6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig). 8) Blend phonemes orally to make a word (e.g., /p/ /ā/ /t/ = pat, /b/ /ū / /g/ = bug).	2	Proficient	
	1c. The student will use word recognition skills. (DOK 1) (Including numbered item(s) 1-2,6,7) 3) Blend letter sounds in one syllable words.	1	Proficient	
	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Basic	
	<i>1f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). (DOK 1)</i>	1	Proficient	
	<i>1g. The student will use pictures and context to understand the meaning of a word. (DOK 2)</i>	2	Proficient	
	1h. The student will use reference materials to find, to	1	Proficient	

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	confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as 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) 1-4)</i>	2	Proficient	
	<i>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s)1-4)</i>	2	Advanced	
	<i>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2) (Including numbered item(s) 1-4)</i>	2	Proficient	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). (DOK3) (Including numbered item(s) 1-2) 3) <u>Revising</u> • Begin to add details to compositions. 4) <u>Editing</u> • Begin to edit for capitalization and end punctuation in written compositions. 5) <u>Publishing/Sharing</u> • Share compositions with others by displaying and retelling ideas.	3	Proficient	

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	<i>3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	First Semester District Testing			
3rd Nine Weeks	3c. The student will compose a personal story or narrative. (DOK 2) (Including numbered item(s) 1-2)	2	Proficient	
	3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). (DOK 3) (Including numbered item(s) 1-2)	3	Proficient	
	4a. The student will use Standard English Grammar. (DOK 1) (Including numbered item(s) 1-2)	1	Basic	
	4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 1-4)	1	Proficient	
	1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-8) 9) Segment phonemes orally within a spoken word (e.g., sit = /s/ /ī/ /t/, rap = /r/ /ă/ /p/).	2	Proficient	
	1c. The student will use word recognition skills. (DOK 1)	1	Proficient	

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	<p>(Including numbered item(s) 1-3,6,7) 4) Begin to recognize common word families. 5) Read some words derived from common word families (e.g., -at, -ig, -ot).</p>			
	<p>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)</p>	1	Basic	
	<p>1f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). (DOK 1)</p>	1	Proficient	
	<p>1g. The student will use pictures and context to understand the meaning of a word. (DOK 2)</p>	2	Proficient	
	<p>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)</p>	2	Proficient	
	<p>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-4)</p>	2	Advanced	
	<p>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2) (Including numbered item(s) 1-4)</p>	2	Proficient	

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	3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2)	3	Proficient	
	<i>4a. The student will use Standard English Grammar (Including numbered item(s) 1-2)</i>		Basic	
	<i>4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Proficient	
	<i>1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-9)</i>	2	Proficient	
	<i>1c. The student will use word recognition skills. (DOK 1) (Including numbered item(s) 1-7)</i>	1	Proficient	
	1d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, <u>-ed</u>, <u>-ing</u>). (DOK 1)	1	Proficient	
	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Basic	
	<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>	2	Proficient	
	<i>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-4)</i>	2	Advanced	

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	<i>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2)</i> <i>(Including numbered item(s) 1-4)</i>	2	Proficient	
	<i>3b. The student will compose a description of a person, place, or thing. (DOK 3)</i> <i>(Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.) (DOK 3)</i> <i>(Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>4a. The student will use Standard English Grammar. (DOK 1)</i> <i>(Including numbered item(s) 1-2)</i>	1	Basic	
	<i>4b. The student will use Standard English mechanics. (DOK 1)</i> <i>(Including numbered item(s) 1-4)</i>	1	Proficient	
	<i>1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)</i> <i>(Including numbered item(s) 1-9)</i>	2	Basic	
	<i>1c. The student will use word recognition skills. (DOK 1)</i> <i>(Including numbered item(s) 1-7)</i>	1	Proficient	
	<i>1d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). (DOK 1)</i>	1	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

Underlined Text: Focus of objective

Kindergarten ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Basic	
	<i>1f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). (DOK 1)</i>	1	Proficient	
	<i>1g. The student will use pictures and context to understand the meaning of a word. (DOK 2)</i>	2	Proficient	
	1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). (DOK 1)	1	Proficient	
	<i>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-4)</i>	2	Advanced	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (DOK 2) (Including numbered item(s) 1-3)	2	Proficient	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). (DOK3) (Including numbered item(s) 1-5)	3	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

Underlined Text: Focus of objective

Kindergarten ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>3c. The student will compose a personal story or narrative. (DOK 2) (Including numbered item(s) 1-2)</i>	2	Proficient	
	<i>3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.) (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>4a. The student will use Standard English Grammar. (DOK 1) (Including numbered item(s) 1-2)</i>	1	Basic	
	<i>4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Proficient	
	Third Term District Testing			
4 th Nine Weeks	1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-9)	2	Proficient	
	1c. The student will use word recognition skills. (DOK 1) (Including numbered item(s) 1-7)	1	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

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Kindergarten ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	1d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). (DOK 1)	1	Proficient	
	1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)	1	Basic	
	2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-4)	2	Advanced	
	2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2) (Including numbered item(s) 1-4)	2	Proficient	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). (DOK3) (Including numbered item(s) 1-5)	3	Proficient	
	3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2)	3	Proficient	
	3c. The student will compose a personal story or narrative. (DOK 2) (Including numbered item(s) 1-2)	2	Proficient	
	3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.) (DOK 3)	3	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

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Kindergarten ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	(Including numbered item(s) 1-2)			
	4a. The student will use Standard English Grammar. (DOK 1) (Including numbered item(s) 1-2)	1	Basic	
	4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 1-4)	1	Proficient	
	<i>1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-9)</i>	2	Proficient	
	<i>1c. The student will use word recognition skills. (DOK 1) (Including numbered item(s) 1-7)</i>	1	Proficient	
	<i>1d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). (DOK 1)</i>	1	Proficient	
	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Basic	
	1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). (DOK 1)	1	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

Underlined Text: Focus of objective

Kindergarten ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	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	
	<i>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-4)</i>	2	Advanced	
	2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. (DOK 2) (Including numbered item(s) 1-3)	2	Proficient	
	<i>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2) (Including numbered item(s) 1-4)</i>	2	Proficient	
	3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). (DOK 3) (Including numbered item(s) 1 -5)	3	Proficient	
	3c. The student will compose a personal story or narrative. (DOK 2) (Including numbered item(s) 1-2)	2	Proficient	
	3d. The student will compose informational text about a	3	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

~~Underlined Text: Focus of objective~~

Kindergarten ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>familiar topic (e.g., families, animals, etc.) (DOK 3) (Including numbered item(s) 1-2)</i>			
	<i>4a. The student will use Standard English Grammar. (DOK 1) (Including numbered item(s) 1-2)</i>	1	Basic	
	<i>4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 1-4)</i>		Proficient	
	<i>1b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Including numbered item(s) 1-9)</i>	2	Proficient	
	<i>1c. The student will use word recognition skills. (DOK 1) (Including numbered item(s) 1-7)</i>	1	Proficient	
	<i>1d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). (DOK 1)</i>	1	Proficient	
	<i>1e. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Basic	
	<i>1h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). (DOK 1)</i>	1	Proficient	

Regular Text: Introduction of objective

Italicized Text: Review

Underlined Text: Focus of objective

Kindergarten ~ Language Arts



TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<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>	2	Proficient	
	<i>2b. The student will understand and make simple inferences about text. (DOK 2) (Including numbered item(s) 1-4)</i>	2	Advanced	
	<i>2d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2) (Including numbered item(s) 1-4)</i>	2	Proficient	
	<i>3b. The student will compose a description of a person, place, or thing. (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>3c. The student will compose a personal story or narrative. (DOK 2) (Including numbered item(s) 1-2)</i>	2	Proficient	
	<i>3d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.) (DOK 3) (Including numbered item(s) 1-2)</i>	3	Proficient	
	<i>4a. The student will use Standard English Grammar. (DOK 1) (Including numbered item(s) 1-2)</i>	1	Basic	

Regular Text: Introduction of objective

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TERM	COMPETENCY/OBJECTIVE	DOK LEVEL	PLD	BLUEPRINT DATA
	<i>4b. The student will use Standard English mechanics. (DOK 1) (Including numbered item(s) 1-4)</i>	1	Proficient	
	Second Semester District Testing			

Regular Text: Introduction of objective
Italicized Text: Review
Underlined Text: Focus of objective

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