



| TERM                       | COMPETENCY/OBJECTIVE  | DOK LEVEL | PLD        | BLUEPRINT DATA                         |
|----------------------------|---|-----------|------------|--|
| 1 <sup>st</sup> Nine Weeks | <p><b>All Terms will include skills from competencies 1-4.</b></p> <p><b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b></p> <p><b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</b></p> <p><b>3. The student will express, communicate, evaluate, or exchange ideas effectively.</b></p> <p><b>4. The student will apply Standard English to communicate.</b></p> |           |            | <p>8</p> <p>22</p> <p>16</p> <p>14</p> |
|                            | <p><b>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</b></p>  | 2         | Proficient |  |
|                            | <p><b>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</b></p>  | 1         | Proficient |  |
|                            | <p><b>1c. The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</b></p>  | 2         | Basic      |  |

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|      | <p><b>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</b></p> <p><b>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.</b></p> <p><b>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</b></p> <p><b>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</b></p> <p><b>4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</b></p> | 2         | Proficient |                |
|      | <p><b>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</b></p> <p><b>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of</b></p>   | 2         | Proficient |                |

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|      | <p><b>increasing length and difficulty citing text-based evidence.</b></p> <p><b>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.</b></p> <p><b>3) Infer cause and effect based on sequence of events and to predict outcomes.</b></p> <p><b>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</b></p> <p><b>5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</b></p> |           |            |                |
|      | <p><b>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</b></p> <p><b>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</b></p>   | 3         | Proficient |                |

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|      | <p>2) <b>Literary devices (e.g., imagery, exaggeration, dialogue)</b></p> <p>3) <b>Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</b></p> <p>4) <b>Author’s purpose (e.g., inform, entertain, persuade)</b></p>   |           |            |                |
|      | <p><b>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</b></p> <p><b>1) <u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</b></li> </ul> <p><b>2) <u>Drafting</u></b></p> <ul style="list-style-type: none"> <li>• <b>Draft with increasing fluency.</b></li> </ul> <p><b>3) <u>Revising</u></b></p> | 3         | Proficient |                |

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|      | <ul style="list-style-type: none"> <li>• Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric.</li> </ul> <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> <li>• Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</li> </ul> <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> <li>• Share writing with others formally and informally using a variety of media.</li> </ul> |           |            |                |
|      | <p><b>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</b></p> <p>1) <b>Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct</b></p>   | 1         | Proficient |                |

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|      | <p>and indirect objects)</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p>   |           |            |                |
|      | <p><b>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</b></p> <p>2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)</p> <p>3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters; introductory clauses; and nonessential clauses)</p> <p>4) Apostrophes (possessives; contractions)</p> <p>6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>7) Underlining/Italics (titles of books, movies, plays, and television shows)</p> | 1         | Proficient |                |

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|      | <p><b>9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in greetings and closings of friendly letters, proper adjectives)</b></p>   |           |            |                |
|      | <p><b>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</b></p> <p><b>3) Avoid sentence fragments, run-on sentences, and comma splices.</b></p> <p><b>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses</b></p> <p><b>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses.</b></p> | 2         | Proficient |                |
|      | <p><i>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</i></p>   | 2         | Proficient |                |

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|      | <i>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</i>  | 1         | Proficient |                |
|      | <i>1c. The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>  | 2         | Basic      |                |
|      | <p><i>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</i></p> <p><i>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.</i></p> <p><i>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</i></p> <p><i>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</i></p> <p><i>4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</i></p> | 2         | Proficient |                |
|      | <p><b>1<sup>st</sup> 9-Weeks District Exams</b></p> <p><b>Once objectives are introduced, they should be considered on</b></p>   |           |            |                |

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|                            | <b>going and can be assessed at any time on district assessments.</b>   |           |            |                |
| 2 <sup>nd</sup> Nine Weeks |   |           |            |                |
|                            | <b>1d. The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</b>  | 2         | Proficient |                |
|                            | <b>1e. The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</b>  | 2         | Proficient |                |
|                            | <p><b>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</b></p> <p><b>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</b></p> <p><b>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.</b></p> <p><b>3) Infer cause and effect based on sequence of events and to predict outcomes.</b></p> | 2         | Proficient |                |

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|      | <p><b>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</b></p> <p><b>5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</b></p> |           |  |                |
|      | <p><b>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</b></p>  | 2         | Basic (recognize)<br><br>Proficient (generate) |                |
|      | <p><b>3b. The student will compose descriptive texts using sensory details and vivid language. (DOK 3)</b></p>  | 3         | Proficient                                     |                |
|      | <p><b>3c. The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3)</b></p> <p><b>1) Stories or retellings</b></p> <p><b>2) Narrative poems</b></p> <p><b>3) PowerPoint presentations</b></p>                          | 3         | Proficient                                     |                |

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|      | <p><b>4) Plays</b></p> <p><b>5) Biographies and autobiographies</b></p> <p><b>6) Video narratives</b></p>   |           |            |                |
|      | <p><b>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</b></p> <p><b>1) Reports</b></p> <p><b>2) Letters</b></p> <p><b>3) Functional texts</b></p> <p><b>4) Presentations</b></p> <p><b>5) Poems</b></p> <p><b>6) Essays</b></p> | 3         | Proficient |                |
|      | <p><b>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</b></p> <p><b>2) Verbs (helping verbs, irregular, linking, transitive, and intransitive)</b></p> <p><b>3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, and future perfect)</b></p> <p><b>4) Subject-verb agreement in sentences containing</b></p>   | 1         | Proficient |                |

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|      | <p><b>indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</b></p> <p><b>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</b></p> <p><b>9) Pronoun-antecedent agreement (number and gender)</b></p> <p><b>10) Adverbs (avoiding double negatives; comparative forms)</b></p>  |           |            |                |
|      | <p><b>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</b></p> <p><b>1) End punctuation (e.g., period, question mark, exclamation mark)</b></p> <p><b>3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters; introductory clauses; and nonessential clauses)</b></p> <p><b>10) Spell words commonly found in sixth grade level</b></p> | 1         | Proficient |                |

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|      | <p><b>text.</b></p> <p><b>11) Produce legible text.</b></p>   |           |            |                |
|      | <p><b>4c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</b></p> <p><b>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).</b></p> <p><b>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.</b></p> <p><b>3) Avoid sentence fragments, run-on sentences, and comma splices.</b></p> | 2         | Proficient |                |
|      | <p><i>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-,</i></p>   | 2         | Proficient |                |

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|      | <i>under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</i>   |           |            |                |
|      | <i>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</i>   | 1         | Proficient |                |
|      | <i>1c. The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>   | 2         | Basic      |                |
|      | <p><i>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</i></p> <p><i>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</i></p> <p><i>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.</i></p> <p><i>3) Infer cause and effect based on sequence of events and to predict outcomes.</i></p> <p><i>4) Synthesize information stated in the text with prior</i></p> | 2         | Proficient |                |

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|      | <p><i>knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</i></p> <p><b>5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</b></p>  |           |            |                |
|      | <p><b>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</b></p> <p><i>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</i></p> <p><i>2) Literary devices (e.g., imagery, exaggeration, dialogue)</i></p> <p><i>3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</i></p> <p><i>4) Author's purpose (e.g., inform, entertain, persuade)</i></p> | 3         | Proficient |                |
|      | <p><b>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</b></p>  | 3         | Proficient |                |

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|      | <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> <li>• <i>Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</i></li> </ul> <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> <li>• <i>Draft with increasing fluency.</i></li> </ul> <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> <li>• <i>Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.</i></li> </ul> <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> <li>• <i>Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</i></li> </ul> <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> <li>• <i>Share writing with others formally and</i></li> </ul> |           |     |                |

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|                            | <i>informally using a variety of media.</i>  |           |            |                |
|                            | <b>1<sup>st</sup> Semester Exams</b><br><b>Once objectives are introduced, they should be considered on going and can be assessed at any time on district assessment.</b>  |           |            |                |
| 3 <sup>rd</sup> Nine Weeks |  |           |            |                |
|                            | <b>1f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</b>  | 2         | Proficient |                |
|                            | <b>1g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</b>   | 3         | Proficient |                |
|                            | <b>2e. The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2)</b><br><br><b>1) Analyze use of and distinguish between fact and opinion.</b><br><br><b>2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock</b> | 2         | Proficient |                |

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|      | <p>tactics and fear, intertextual references).</p> <p><b>3e. The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience. (DOK 3)</b></p> <p><b>1) Letters</b></p> <p><b>2) Speeches</b></p> <p><b>3) Advertisement</b></p>  | 3         | Proficient |                |
|      | <p><b>3f. The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</b></p> <p><b>1) Generate questions.</b></p> <p><b>2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.</b></p> <p><b>3) Identify and paraphrase important information from sources.</b></p> | 4         | Proficient |                |

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|      | <p><b>4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes.</b></p> <p><b>5) Present the results using a variety of communication techniques.</b></p> <p><b>6) Reflect on and evaluate the process.</b></p>   |           |            |                |
|      | <p><b>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</b></p> <p><b>4) Subject-verb agreement in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</b></p> <p><b>5) Articles; coordinating/subordinating conjunctions</b></p> <p><b>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</b></p> <p><b>9) Pronoun-antecedent agreement (number and gender)</b></p> <p><b>11) Interjections</b></p> | 1         | Proficient |                |

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|      | <p><b>4b. The student will apply Standard English mechanics to compose or edit. (DOK 1)</b></p> <p><b>5) Semicolons (compound sentences)</b></p> <p><b>6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</b></p> <p><b>7) Underlining/Italics (titles of books, movies, plays, and television shows)</b></p> <p><b>8) Colons (e.g., time, before lists introduced by independent clauses, and business letters)</b></p> <p><b>10) Spell words commonly found in sixth grade level text.</b></p> <p><b>11) Produce legible text.</b></p> | 1         | Proficient |                |
|      | <p><i>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</i></p>  | 2         | Proficient |                |
|      | <p><b><i>1b. The student will develop and apply expansive knowledge of</i></b></p>  | 1         | Proficient |                |

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|      | <i>words and word meaning to communicate. (DOK 1)</i>  |           |            |                |
|      | <i>1c. The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>  | 2         | Basic      |                |
|      | <p><i>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</i></p> <p><i>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.</i></p> <p><i>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</i></p> <p><i>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</i></p> <p><i>4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</i></p> | 2         | Proficient |                |
|      | <i>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i>   | 3         | Proficient |                |

Regular Text: Introduction of objective

*Italicized Text: Review*

Underlined Text: Focus of objective

| TERM | COMPETENCY/OBJECTIVE   | DOK LEVEL | PLD        | BLUEPRINT DATA |
|------|--|-----------|------------|----------------|
|      | <p><i>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</i></p> <p><i>2) Literary devices (e.g., imagery, exaggeration, dialogue)</i></p> <p><i>3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</i></p> <p><i>4) Author's purpose (e.g., inform, entertain, persuade)</i></p>   |           |            |                |
|      | <p><i>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i></p> <p><i>1) <u>Planning</u></i></p> <ul style="list-style-type: none"> <li><i>• Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</i></li> </ul> <p><i>2) <u>Drafting</u></i></p> <ul style="list-style-type: none"> <li><i>• Draft with increasing fluency.</i></li> </ul> | 3         | Proficient |                |

| TERM | COMPETENCY/OBJECTIVE   | DOK LEVEL | PLD        | BLUEPRINT DATA |
|------|--|-----------|------------|----------------|
|      | <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> <li>• <i>Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric.</i></li> </ul> <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> <li>• <i>Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</i></li> </ul> <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> <li>• <i>Share writing with others formally and informally using a variety of media.</i></li> </ul> |           |            |                |
|      | <p><i>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</i></p> <p>1) <i>Reports</i><br/>2) <i>Letters</i><br/>3) <i>Functional texts</i><br/>4) <i>Presentations</i></p>  | 3         | Proficient |                |



| TERM                       | COMPETENCY/OBJECTIVE  | DOK LEVEL | PLD        | BLUEPRINT DATA |
|----------------------------|---|-----------|------------|----------------|
|                            | <p><i>inquiry and research. (DOK 4)</i></p> <p><i>1) Generate questions.</i></p> <p><i>2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.</i></p> <p><i>3) Identify and paraphrase important information from sources.</i></p> <p><i>4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes.</i></p> <p><i>5) Present the results using a variety of communication techniques.</i></p> <p><i>6) Reflect on and evaluate the process.</i></p> |           |            |                |
|                            | <p><b>3<sup>rd</sup> 9-Weeks Exams</b></p> <p><b>Once objectives are introduced, they should be considered on going and can be assessed at any time on district assessments.</b></p>  |           |            |                |
| 4 <sup>th</sup> Nine Weeks | At this point all objectives should have been introduced. For the remainder of the school year, review and re-teach all objectives.   |           |            |                |
|                            | <i>1a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-,</i>  | 2         | Proficient |                |

Regular Text: Introduction of objective

*Italicized Text: Review*

Underlined Text: Focus of objective

| TERM | COMPETENCY/OBJECTIVE  | DOK LEVEL | PLD        | BLUEPRINT DATA |
|------|---|-----------|------------|----------------|
|      | <i>under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</i>   |           |            |                |
|      | <i>1b. The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)</i>   | 1         | Proficient |                |
|      | <i>1c. The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>   | 2         | Basic      |                |
|      | <p><i>2a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</i></p> <p><i>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.</i></p> <p><i>2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.</i></p> <p><i>3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</i></p> <p><i>4) Genres – Fiction, nonfiction, poetry, biographies,</i></p> | 2         | Proficient |                |

| TERM | COMPETENCY/OBJECTIVE  | DOK LEVEL | PLD        | BLUEPRINT DATA |
|------|---|-----------|------------|----------------|
|      | <i>autobiographies, and plays</i>   |           |            |                |
|      | <p><b><i>2b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</i></b></p> <p><b><i>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.</i></b></p> <p><b><i>2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.</i></b></p> <p><b><i>3) Infer cause and effect based on sequence of events and to predict outcomes.</i></b></p> <p><b><i>4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.</i></b></p> <p><b><i>5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</i></b></p> | 2         | Proficient |                |

| TERM | COMPETENCY/OBJECTIVE  | DOK LEVEL | PLD        | BLUEPRINT DATA |
|------|---|-----------|------------|----------------|
|      | <p><i>2d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i></p> <p><i>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)</i></p> <p><i>2) Literary devices (e.g., imagery, exaggeration, dialogue)</i></p> <p><i>3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)</i></p> <p><i>4) Author's purpose (e.g., inform, entertain, persuade)</i></p>          | 3         | Proficient |                |
|      | <p><i>3a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i></p> <p><i>1) <u>Planning</u></i></p> <ul style="list-style-type: none"> <li><i>• Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</i></li> </ul> | 3         | Proficient |                |

Regular Text: Introduction of objective

*Italicized Text: Review*

Underlined Text: Focus of objective

| TERM | COMPETENCY/OBJECTIVE   | DOK LEVEL | PLD        | BLUEPRINT DATA |
|------|--|-----------|------------|----------------|
|      | <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> <li>• <i>Draft with increasing fluency.</i></li> </ul> <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> <li>• <i>Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.</i></li> </ul> <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> <li>• <i>Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</i></li> </ul> <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> <li>• <i>Share writing with others formally and informally using a variety of media.</i></li> </ul> |           |            |                |
|      | <p><i>3d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</i></p> <p><b>1) Reports</b></p>   | 3         | Proficient |                |

Regular Text: Introduction of objective

*Italicized Text: Review*

Underlined Text: Focus of objective



| TERM | COMPETENCY/OBJECTIVE  | DOK LEVEL | PLD | BLUEPRINT DATA |
|------|---|-----------|-----|----------------|
|      | 2) <i>Letters</i><br>3) <i>Functional texts</i><br>4) <i>Presentations</i><br>5) <i>Poems</i><br>6) <i>Essays</i> |           |     |                |
|      | <b>Second Semester District Testing</b>   |           |     |                |

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