

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
<b>R The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>					
K		1		1a	The student will apply knowledge of concepts about print.
K		1		1a1	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).
K		1		1a2	Demonstrate that print carries meaning for the reader.
K		1		1a3	Identify front cover, back cover, and title page of a book.
K		1		1a4	Point to words in a text when reading aloud, matching spoken words to print.
K		1		1a5	Track words from left to right and top to bottom on a printed page.
K		1		1a6	Recognize that sentences in print are made up of separate words.
K		1		1a7	Distinguish letters from words.
K		1		1a8	Distinguish between uppercase and lowercase letters.
K		1		1b	The student will apply knowledge of phonological and phonemic awareness.
K		1		1b1	Break spoken sentences into individual words (e.g., claps, taps, speaks).
K		1		1b2	Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).
K		1		1b3	Recognize the beginning sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ō/ in hop).
K		1		1b3	Recognize some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ō/ in hop).
K		1		1b3	Recognize the final sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ō/ in hop).
K		1		1b4	Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).
K		1		1b5	Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).
K		1		1b6	Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).
K		1		1b7	Articulate phonemes correctly.
K		1		1b8	Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ŭ / /g/ = bug).
K		1		1b9	Segment phonemes orally within a spoken word (e.g., sit = /s/ /ĭ/ /t/, rap = /r/ /ă/ /p/)
K		1		1c	The student will use word recognition skills.
K		1		1c1	Match all consonant and short vowel sounds to the appropriate letters.
K		1		1c2	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.
K		1		1c3	Blend letter sounds in one syllable words.
K		1		1c4	Begin to recognize common word families.
K		1		1c5	Read some words derived from common word families (e.g., -at, -ig, -ot).

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	K	1		1c6	Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).
	K	1		1c7	Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).
	K	1		1d	The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing).
	K	1		1e	The student will develop and apply knowledge of words and word meanings to communicate.
	K	1		1e 2	Use words to describe location, size, color, and shape.
	K	1		1e 3	Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).
	K	1		1e 4	Begin to recognize word relationships.
	K	1		1e1	Name pictures of common objects and concepts.
	K	1		1f	The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad).
	K	1		1g	The student will use pictures and context to understand the meaning of a word.
	K	1		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	1		a	The student will apply knowledge of concepts about print.
	2	1		a	The student will apply knowledge of phonological and phonemic awareness. (DOK 2)
	3	1		a	The student will use word recognition skills for multi-syllabic words. (DOK 2)
	1	1		a1	Point to words in text when reading aloud, matching spoken words to print.
	2	1		a1	Blend and segment spoken words into syllables and syllables into phonemes. (DOK 2)
	3	1		a1	Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words. (DOK 2)
	4	1		a1	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team) for decoding words. (DOK 1)
	5	1		a1	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in multi-syllabic words. (DOK 2)
	7	1		a1	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-,super-, semi-,com-, ex-, il-, mid-, under-, sub-,) determine and infer the meaning of unfamiliar words. (DOK 2)
	8	1		a1	The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (Review prefixes non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, mid-) (DOK 2)

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	6	1		a1a	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious,) to determine the meaning of multi-syllabic words. (DOK 2)
	1	1		a2	Distinguish between uppercase and lowercase letters.
	2	1		a2	Continue to identify and count the number of syllables in a spoken word. (DOK 2)
	3	1		a2	Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.). (DOK 2)
	4	1		a2	The student will use syllabication types (e.g., vowel team, vowel -consonant + e, consonant + le) for decoding words. (DOK 1)
	5	1		a2	The student will apply knowledge of roots and affixes (e.g., inter-, super-, semi-, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (DOK 2)
	6	1		a2	The student will apply knowledge of roots and affixes (e.g., com-, ex-, il-, mid-, under-, sub-, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)
	7	1		a2	The student will apply knowledge of roots and affixes (e.g., -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en,) to determine and infer the meaning of unfamiliar words. (DOK 2)
	8	1		a2	The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (NEW Prefixes after-, auto-, con-)(DOK 2)
	1	1		a3	Identify and use title page, title, author, illustrator, and table of contents of a book.
	2	1		a3	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. (DOK 2)
	3	1		a3	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words. (DOK 2)
	7	1		a3	The student will apply knowledge of roots and affixes (e.g., en-, em-, fore-, de-, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)
	8	1		a3	The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (Review suffixes -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) (DOK 2)
	1	1		a4	Identify dialogue in connected text.
	3	1		a4	Create and analyze complex compound words (e.g., sky + scraper = skyscraper). (DOK 2)
	8	1		a4	The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts. (NEW suffixes -ation, -ition, -al, -ial) (DOK 2)
	3	1		a5	Create and use complex contractions (e.g., will + not = won't) correctly. (DOK 2)

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	3	1		a6	Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.) (DOK 2)
	1	1		b	The student will apply knowledge of phonological and phonemic awareness.
	2	1		b	The student will use word recognition skills for multi-syllabic words. (DOK 2)
	3	1		b	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)
	3	1		b	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)
	4	1		b	The student will identify roots and affixes (e.g., non-, trans-, over-, anti-) in words. (DOK 2)
	5	1		b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)
	6	1		b	The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)
	7	1		b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)
	8	1		b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)
	8	1		b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)
	1	1		b1	Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).
	2	1		b1a	Use knowledge of r-controlled letter-sound correspondences to decode unknown words. (DOK 2)
	2	1		b1b	Use knowledge of vowel digraphs and r-controlled letter-sound correspondences to decode unknown words. (DOK 2)
	2	1		b1c	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words. (DOK 2)
	1	1		b2	Identify, blend, and segment syllables within compound, two, and three syllable spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone).
	2	1		b2	Read words derived from word families (e.g., -it, -at, -ite, -ate). (DOK 2)
	4	1		b2	The student will identify roots and affixes (e.g., -tion, -or, -ion, -ity, -ment, -ic) in words. (DOK 2)
	1	1		b3	Identify and count the number of syllables in a spoken word.

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	2	1		b3	Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.). (DOK 2)
	1	1		b4	Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).
	2	1		b4a	Use inflectional endings (e.g., -s, es) to produce or analyze new words. (DOK 2)
	2	1		b4b	Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words. (DOK 2)
	1	1		b5	Distinguish short and long vowel sounds in spoken one syllable words (e.g., bīt/bīte, hōp/hōpe).
	2	1		b5	Identify and create compound words. (DOK 2)
	1	1		b6	Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).
	2	1		b6	Identify and create contractions (e.g., can + not = can't) correctly. (DOK 2)
	1	1		b7	Blend and segment sounds in spoken words containing initial and final blends.
	2	1		b7a	Read 100 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 70 to 100 words correct per minute in connected text by the end of second grade.) (DOK 2)
	2	1		b7b	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.) (DOK 2)
	1	1		b8	Add or delete a phoneme to change a spoken word (e.g., Add /b/ to "at" = bat or take /k/ from "cat"=at).
	1	1		c	The student will use word recognition skills
	3	1		c	The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)
	4	1		c	The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)
	5	1		c	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)
	5	1		c	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)
	6	1		c	The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)
	7	1		c	The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)

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	8	1		c	The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)
	1	1		c1	Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.
	1	1		c1	Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.
	1	1		c1	Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.
	1	1		c1	Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.
	2	1		c1	The student will use syllabication types (e.g., open, closed) to decode words. (DOK 1)
	1	1		c1a	short vowel patterns - CVC = pat, sit, mug
	1	1		c1b	Consonant digraphs, sh, wh, ch, th, ng, ck
	1	1		c1c	Consonant blends, fl, tr, sl, sm, sn, bl, gr, str
	1	1		c1d	Long vowel patterns - CV = me, be, no; CVCV (final e) = make, hide, cute
	2	1		c2	The student will use syllabication types (e.g., open, closed, r-controlled, vowel-consonant + e) to decode words. (DOK 1)
	1	1		c2a	Begin to use knowledge of r-controlled letter-sound correspondences to decode unknown words.
	1	1		c2b	Begin to use knowledge of vowel digraphs and diphthongs letter-sound correspondences to decode unknown words.
	1	1		c3	Read words derived from common word families (e.g., -it, -at, -ite, -ate).
	2	1		c3	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e) to decode words. (DOK 1)
	1	1		c4	Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
	2	1		c4	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)
	1	1		c5a	Use inflectional endings (e.g., -s, -es) to produce new words.
	1	1		c5b	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.
	1	1		c6	Identify simple compound words (e.g., dog + house = doghouse).

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	1	1		c7	Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).
	1	1		c8a	Read 80 high frequency and/or irregularly spelled words. A first grader should read approximately 40 words correct per minute.
	1	1		c8b	Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.
	3	1		d	The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)
	5	1		d	The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words. (DOK 2)
	6	1		d	The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)
	6	1		d	The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)
	7	1		d	The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)
	7	1		d	The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)
	8	1		d	The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)
	1	1		d1	The student will use syllabication types (e.g., open, closed, r-controlled) to analyze words.
	2	1		d1	The student will manipulate and analyze roots and affixes (e.g., un-, re-, -s, -es) to understand unfamiliar words. (DOK 2)
	3	1		d1	Generate words into categories. (DOK 2)
	4	1		d1	The student will identify and produce grade level appropriate synonyms,. (DOK 2)
	1	1		d2	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.
	2	1		d2	The student will manipulate and analyze roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to understand unfamiliar words. (DOK 2)
	3	1		d2	Determine relationships among words organized in categories. (DOK 2)
	4	1		d2	The student will identify and produce grade level appropriate antonyms,. (DOK 2)
	2	1		d3	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)
	4	1		d3	The student will identify and produce grade level appropriate homonyms. (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	4	1		d3	The student will identify and produce grade level appropriate homonyms. (DOK 2)
	1	1		e	The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.
	2	1		e	The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)
	4	1		e	The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words. (DOK 2)
	5	1		e	The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate. (DOK 2)
	6	1		e	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)
	7	1		e	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)
	8	1		e	The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author's intent. (DOK 3)
	2	1		e1	Identify and begin to generate words into categories. (DOK 1)
	3	1		e1	The student will identify and use antonyms. (DOK 1)
	2	1		e2	Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.) (DOK 1)
	3	1		e2	The student will identify and use synonyms and antonyms. (DOK 1)
	1	1		f	The student will develop and apply knowledge of words and word meanings to communicate.
	3	1		f	The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)
	4	1		f	The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate. (DOK 2)
	5	1		f	The student will select the appropriate reference materials (dictionary, glossary, teacher or peer, thesaurus, electronic dictionary) to understand/gain information regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of spee
	6	1		f	The student will apply knowledge of reference materials (dictionary, glossary, teacher or peer, thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (revise writing, peer editing) and to determine meaning.(DOK 2)

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	7	1		f	The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher/, thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. (DOK 2)
	8	1		f	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 and to determine and infer meaning. (DOK2)
	1	1		f1	Identify and sort pictures and words into basic categories.
	2	1		f1	The student will identify and use antonyms. (DOK 1)
	1	1		f2	Recognize and explain word relationships within categories of words.
	2	1		f2	The student will identify and use synonyms and antonyms. (DOK 1)
	2	1		f3	The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)
	2	1		g	The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)
	3	1		g	The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)
	4	1		g	The student will use reference materials (dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words. (DOK 1)
	5	1		g	The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)
	6	1		g	The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)
	7	1		g	The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)
	8	1		g	The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)
	1	1		g1	The student will begin to identify and use synonyms.
	1	1		g2	The student will begin to identify and use synonyms and antonyms.
	1	1		g3	The student will begin to identify and use synonyms, antonyms, and homonyms.
	1	1		h	The student will use context to determine the meanings of unfamiliar or multiple meaning words.
	2	1		h	The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, glossary, teacher, and/or peer as a resource). (DOK 1)

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	3	1		h	The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource). (DOK 1)
	1	1		i	The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).
<b>Reading</b>			<b>The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts</b>		
	K	2		2a	The student will use text features, parts of a book, text structures, and genres to analyze text.
	K	2		2a 1	Text features – titles, illustrations, etc.
	K	2		2a 2	Parts of a book – title page, title, author, illustrator, etc.
	K	2		2a 3	Text structures – sequential order
	K	2		2a 4	Genres – fiction, nonfiction, and poetry (nursery rhymes)
	K	2		2b	The student will understand and make simple inferences about text.
	K	2		2b 1	Answer literal who, what, and where questions.
	K	2		2b 2	Identify and discuss main characters, settings, and major events.
	K	2		2b 3	Use illustrations to discuss the main idea of a simple story.
	K	2		2b 4	Make simple inferences about narrative and/or informational text.
	K	2		2c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text.
	K	2		2c 1	Retell a familiar story with the book as a reference.
	K	2		2c 2	Retell a familiar story without the book including a beginning, middle, and end.
	K	2		2c 3	Retell two to three steps in the sequence of events in text shared with the student.
	K	2		2d	The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation.
	K	2		2d 1	Interpret text through moving, drawing, speaking, acting, or singing.
	K	2		2d 2	Make connections between self and text after shared reading.
	K	2		2d 3	Compose visual images (e.g., draw a picture based on something in the text).
	K	2		2d 4	Identify favorite passages.
	1	2		a	The student will use text features, parts of a book, text structures, and genres to analyze text.
	2	2		a	The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)
	3	2		a	The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)
	4	2		a	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	4	2		a	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)
	5	2		a	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)
	6	2		a	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)
	7	2		a	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)
	8	2		a	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)
1		2		a1	Text features – titles, illustrations, headings, graphs, etc.
2		2		a1	Text features – titles, headings, illustrations, graphs, captions, charts, etc. (DOK 2)
3		2		a1	Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc. (DOK 2)
4		2		a1	Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, maps, icons, pull down menus, key word searches, etc. (DOK 2)
5		2		a1	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.
6		2		a1	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. (DOK 2)
7		2		a1	Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, captions, illustrations, graphs, diagrams, key word searches, etc. (DOK 2)
8		2		a1	Text features - titles, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, key word searches, etc. (DOK 2)
1		2		a2	Parts of a book – title page, title, author, illustrator, table of contents, etc.

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	2	2		a2	Parts of a book – title page, title, author, illustrator, table of contents, glossary, etc. (DOK 2)
	3	2		a2	Parts of a book – title page, table of contents, glossary, index, etc. (DOK 2)
	4	2		a2	Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. (DOK 2)
	5	2		a2	Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
	6	2		a2	Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. (DOK 2)
	7	2		a2	Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. (DOK 2)
	8	2		a2	Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. (DOK 2)
	1	2		a3	Text structures – sequential order and description
	2	2		a3	Text structures – sequential order, description, simple cause and effect, etc. (DOK 2)
	3	2		a3	Text structures – sequential order, description, simple cause and effect, simple procedure, etc. (DOK 2)
	4	2		a3	Text structures - sequential order, description, simple cause and effect, simple procedure, compare/contrast, etc. (DOK 2)
	5	2		a3	Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
	6	2		a3	Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. (DOK 2)
	7	2		a3	Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. (DOK 2)
	8	2		a3	Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. (DOK 2)
	1	2		a4	Genres – Fiction, nonfiction, and poetry
	2	2		a4	Genres – Fiction, nonfiction, and poetry (DOK 2)
	3	2		a4	Genres – Fiction, nonfiction, and poetry
	4	2		a4	Genres – Fiction, nonfiction, and poetry (DOK 2)
	5	2		a4	Genres – Fiction, nonfiction, poetry, biographies, and autobiographies
	7	2		a4	Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays (DOK 2)
	8	2		a4	Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays (DOK 2)
	6	2		a4a	Genres – Fiction and nonfiction (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	6	2		a4b	Genres – biographies autobiographies (DOK 2)
	6	2		a4c	Genres – poetry. (DOK 2)
	6	2		a4d	Genres – plays. (DOK 2)
	1	2		b	The student will understand, infer, and make simple predictions.
	2	2		b	The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)
	3	2		b	The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)
	3	2		b	The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)
	4	2		b	The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)
	5	2		b	The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)
	6	2		b	The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)
	7	2		b	The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)
	8	2		b	The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)
	1	2		b1	Answer and generate who, what, when, where, why, and how questions.
	2	2		b1	Answer literal and simple inferential who, what, when, where, why, how, and what if questions. (DOK 2)
	2	2		b1	Answer literal and simple inferential who, what, when, where, why, how, and what if questions. (DOK 2)
	3	2		b1	Answer and generate questions about purposes for reading. (DOK 3)
	4	2		b1	Identify the stated main idea or supporting details in a paragraph. (DOK 2)
	5	2		b1	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.
	6	2		b1	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. (DOK 2)
	7	2		b1	Infer the implied main idea from one or more related texts. (DOK 3)
	8	2		b1	Infer the implied main idea from one or more related texts. (DOK 3)
	3	2		b10	Use key words in text to justify prediction(s). (DOK 3)
	3	2		b11	Identify important themes from texts and examine from more than one point of view. (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	1	2		b2	Answer and generate questions about characters, settings, and events.
	2	2		b2	Answer literal and simple inferential questions about main characters, settings, and events. (DOK 2)
	4	2		b2	Apply knowledge of transitions or cue words to identify and sequence major events in a narrative. (DOK 2)
	5	2		b2	Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.
	6	2		b2	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. (DOK 2)
	7	2		b2	Justify inferences about main idea by providing supporting details. (DOK 3)
	8	2		b2	Justify inferences about main idea by providing supporting details. (DOK 3)
	3	2		b2a	Answer literal and inferential questions about main characters. (DOK 3)
	3	2		b2c	Answer literal and inferential questions about main characters, setting, plot, and theme. (DOK 3)
	1	2		b3	Make simple inferences based on information from narrative and/or informational text.
	2	2		b3	Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions. (DOK 2)
	3	2		b3	Answer literal and inferential questions about characters' actions, motives, traits, and emotions. (DOK 3)
	4	2		b3	Identify stated causes and effect relationships in paragraphs and short passages. (DOK 2)
	5	2		b3	Identify and infer cause and effect in texts.
	6	2		b3	Infer cause and effect based on sequence of events and to predict outcomes. (DOK 2)
	7	2		b3	Evaluate author's use of sequence for its effect on the text. (DOK 3)
	8	2		b3	Evaluate author's use of sequence for its effect on the text. (DOK 3)
	1	2		b4	Identify the main idea of a simple story or topic of an informational text.
	2	2		b4	Identify the main idea and some details in narrative text or the topic and some details in informational text. (DOK 2)
	3	2		b4	Identify the stated main idea of a narrative text or the topic of an informational text. (DOK 3)
	4	2		b4	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion. (DOK 2)
	4	2		b4	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion. (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	5	2		b4	Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.
	6	2		b4	Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. (DOK 2)
	7	2		b4	Infer how the sequence of events may have contributed to cause and effect relationships in a text. (DOK 3)
	8	2		b4	Infer how the sequence of events may have contributed to cause and effect relationships in a text. (DOK 3)
	1	2		b5	Make a prediction about narrative or informational text and confirm or revise the prediction.
	2	2		b5	Determine simple cause and effect relationships. (DOK 2)
	3	2		b5	Arrange in sequential order a listing of events found in narrative and/or informational text. (DOK 3)
	4	2		b5	Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text. (DOK 2)
	5	2		b5	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.
	6	2		b5	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. (DOK 2)
	7	2		b5	Apply knowledge of cause and effect relationships to infer logical causes and/or effects. (DOK 3)
	8	2		b5	Apply knowledge of cause and effect relationships to infer logical causes and/or effects. (DOK 3)
	1	2		b6	Use key words in text to justify prediction(s).
	2	2		b6	Identify simple fact and opinion. (DOK 2)
	3	2		b6	Identify cause and effect as stated in text. (DOK 3)
	7	2		b6	Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. (DOK 3)
	8	2		b6	Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. (DOK 3)
	2	2		b7	Draw conclusions based on information from narrative and/or informational text. (DOK 2)
	3	2		b7	Identify simple fact and opinion. (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	7	2		b7	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. (DOK 3)
	8	2		b7	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. (DOK 3)
	2	2		b8	Identify and discuss the theme of a text. (DOK 2)
	3	2		b8	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion. (DOK 3)
	3	2		b9	Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text. (DOK 3)
	1	2		c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence.
	2	2		c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)
	3	2		c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)
	4	2		c	The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)
	5	2		c	The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence. (DOK 2)
	6	2		c	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)
	7	2		c	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)
	8	2		c	The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)
	1	2		c1	Retell a story including characters, setting, and important events.
	2	2		c1	Retell a story orally including characters, setting, problem, important events, and resolution. (DOK 2)
	2	2		c1b	Retell a story orally and in writing including characters, setting, problem, important events, and resolution. (DOK 2)
	1	2		c2	Retell the correct sequence of events in narrative and/or informational text.
	2	2		c2	Arrange in sequential order a listing of events found in narrative and/or informational text. (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	3	2		c2	Write summaries that contain the main ideas of the reading selection and the most significant details. (DOK 2)
	1	2		d	The student will analyze, interpret, compare, or respond to increasingly complex literary and informational text, citing text-based evidence.
	2	2		d	The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)
	3	2		d	The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)
	4	2		d	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)
	5	2		d	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)
	6	2		d	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)
	7	2		d	The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)
	7	2		d	The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)
	8	2		d	The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)
	1	2		d1	Interpret text through moving, drawing, speaking, acting, or singing.
	2	2		d1	Interpret text through moving, drawing, speaking, acting, or singing. (DOK 3)
	3	2		d1	Interpret text through moving, drawing, speaking, acting, or singing. (DOK 3)
	4	2		d1	Story elements (e.g., setting, characters, character traits, events, resolution, point of view) (DOK 3)
	5	2		d1	Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)
	6	2		d1	Story elements (e.g., setting, characters, character traits, plot, resolution, point of view) (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	7	2		d1	Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) (DOK 3)
	8	2		d1	Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) (DOK 3)
	1	2		d2	Make connections between self and text or text and text after sharing text or reading text independently.
	2	2		d2	Make connections between self and characters and events in text. (DOK 3)
	3	2		d2	Make connections between self and characters, events, and information in text or among texts. (DOK 3)
	4	2		d2	Literary devices (e.g., imagery, exaggeration, dialogue) (DOK 3)
	5	2		d2	Literary devices (e.g., imagery, exaggeration, dialogue)
	6	2		d2	Literary devices (e.g., imagery, exaggeration, dialogue) (DOK 3)
	7	2		d2	Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal)) (DOK 3)
	8	2		d2	Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm) (DOK 3)
	1	2		d3	Compose visual images based on text.
	2	2		d3	Compose visual images. (DOK 3)
	3	2		d3	Compose visual images based upon text. (DOK 3)
	4	2		d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (DOK 3)
	5	2		d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
	6	2		d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (DOK 3)
	7	2		d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (DOK 3)
	8	2		d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (DOK 3)
	1	2		d4	Identify favorite passages.
	2	2		d4	Identify favorite passages and explain why the passage is a favorite, citing text-based evidence. (DOK 3)
	4	2		d4	Author's purpose (e.g., inform, entertain, persuade) (DOK 3)
	5	2		d4	Author's purpose (e.g., inform, entertain, persuade)
	6	2		d4	Author's purpose (e.g., inform, entertain, persuade) (DOK 3)
	7	2		d4	Author's purpose (e.g., inform, entertain, persuade) (DOK 3)
	8	2		d4	Author's purpose (e.g., inform, entertain, persuade) (DOK 3)
	4	2		e	The student will identify facts, opinions, or tools of persuasion in text. (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	5	2		e	The student will identify and interpret facts, opinions, or tools of persuasion in texts. (DOK 2)
	6	2		e	The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2)
	7	2		e	Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)
	8	2		e	Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)
	4	2		e1	Distinguish between fact and opinion. (DOK 2)
	5	2		e1	Distinguish between fact and opinion.
	6	2		e1	Analyze use of and distinguish between fact and opinion. (DOK 2)
	7	2		e1	Evaluate the use of and distinguish between fact and opinion. (DOK 3)
	8	2		e1	Evaluate the author's use of and distinguish between fact and opinion. (DOK 3)
	4	2		e2	Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view). (DOK 2)
	5	2		e2	Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).
	6	2		e2	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 tactics and fear, intertextual references). (DOK 2)
	8	2		e2	Evaluate the 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. (DOK 3)
	7	2		e2a	Evaluate the author's use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, etc). (DOK 3)
	8	2		e3	Evaluate the use of tools of persuasion (e.g., shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc). (DOK 3)
<b>LA</b>			<b>The student will express, communicate, evaluate, or exchange ideas effectively.</b>		
	K	3		3a	The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing).
	K	3		3a 1	Planning • Begin to use graphic organizers to generate and organize ideas.

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	K	3		3a 4	Editing • Begin to edit for capitalization and end punctuation in written compositions.
	K	3		3a2	Drafting • 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.]
	K	3		3a3	Revising • Begin to add details to compositions.
	K	3		3a5	Publishing/Sharing • Share compositions with others by displaying and retelling ideas.
	K	3		3b	The student will compose a description of a person, place, or thing.
	K	3		3b 1	Compose drawings/visual images and orally describe compositions.
	K	3		3b 2	Compose oral descriptions of a familiar person, place, or thing.
	K	3		3c	The student will compose a personal story or narrative.
	K	3		3c 1	Compose dictated narratives relating a personal story.
	K	3		3c2	Compose drawings/visual images and use to dictate a personal story or narrative.
	K	3		3d	The student will compose informational text about a familiar topic (e.g., families, animals, etc.).
	K	3		3d1	Compose class reports/charts about a familiar topic.
	K	3		3d2	Functional texts (e.g., labels, notes, etc.).
	1	3		a	The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit.
	2	3		a	The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)
	3	3		a	The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] (DOK 3)
	4	3		a	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. (DOK 3)
	5	3		a	The student will use and reflect on an appropriate composing process to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. (DOK 3)
	6	3		a	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. (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	7	3		a	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 increasing complexity and length. (DOK 3)
	7	3		a	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 increasing complexity and length. (DOK 3)
	1	3		a1	Planning - Use graphic organizers to generate and organize ideas.
	2	3		a1	Planning • Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, etc.) to generate and organize ideas. (DOK 3)
	3	3		a1	Planning • Use a variety of graphic organizers (e.g., Venn diagrams, bubble maps, story maps, simple outlines, etc.) to generate and organize ideas. (DOK 3)
	4	3		a1	Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). (DOK 3)
	5	3		a1	Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
	6	3		a1	Planning - Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). (DOK 3)
	7	3		a1	Planning - Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). (DOK 3)
	1	3		a2	Drafting - Put thoughts on paper using words and sentences.
	2	3		a2	Drafting • Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs. (DOK 3)
	3	3		a2	Drafting • Transfer thoughts from graphic organizers and simple outlines into paragraphs. (DOK 3)
	4	3		a2	Drafting • Draft with increasing fluency. (DOK 3)
	5	3		a2	Drafting • Draft with increasing fluency.
	5	3		a2	Drafting • Draft with increasing fluency.
	6	3		a2	Drafting - Draft with increasing fluency. (DOK 3)
	7	3		a2	Drafting - Draft with increasing fluency. (DOK 3)
	1	3		a3	Revising - Revise compositions by clarifying and adding details.
	2	3		a3	Revising • Begin to revise sentences and/or paragraphs for organization, to add details, and to clarify ideas. (DOK 3)
	3	3		a3	Revising • Revise paragraphs for organization, to add details, and to clarify ideas. (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	4	3		a3	Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric. (DOK 3)
	5	3		a3	Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.
	6	3		a3	Revising-Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.
	7	3		a3	Revising - Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric. (DOK 3)
	1	3		a4	Editing - Edit for capitalization and punctuation.
	2	3		a4	Editing • Edit for capitalization, punctuation, and spelling. (DOK 3)
	3	3		a4	Editing • Edit paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure). (DOK 3) • Edit for correct capitalization, punctuation, spelling and word usage.
	4	3		a4	Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. (DOK 3)
	5	3		a4	Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
	6	3		a4	Editing - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. (DOK 3)
	7	3		a4	Editing - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. (DOK 3)
	1	3		a5	Publishing/Sharing - Share compositions by displaying, retelling, and/or reading ideas.
	2	3		a5	Publishing/Sharing • Publish writing by displaying, retelling, and/or reading written ideas. (DOK 3)
	3	3		a5	Publishing/Sharing • Publish writing formally and informally using a variety of media. (DOK 3)
	4	3		a5	Publishing/Sharing • Share writing with others formally and informally using a variety of media. (DOK 3)
	5	3		a5	Publishing/Sharing • Share writing with others formally and informally using a variety of media.
	6	3		a5	Publishing/Sharing - Share writing with others formally and informally using a variety of media. (DOK 3)
	7	3		a5	Publishing/Sharing - Share writing with others formally and informally using a variety of media. (DOK 3)
	1	3		b	The student will compose a description of a person, place, or thing.
	1	3		b	The student will compose a description of a person, place, or thing.

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	2	3		b	The student will compose descriptive text containing specific details. (DOK 3)
	3	3		b	The student will compose descriptive text using specific details and vivid language. (DOK 3)
	4	3		b	The student will compose descriptive texts using specific details and vivid language. (DOK 3)
	5	3		b	The student will compose descriptive texts using specific details and vivid language. (DOK 3)
	6	3		b	The student will compose descriptive texts using sensory details and vivid language. (DOK 3)
	7	3		b	The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)
	1	3		b1	Compose drawings/visual images and orally describe.
	1	3		b2	Compose oral and written descriptions of a familiar person, place, or thing.
	1	3		c	The student will compose a narrative with a beginning, middle, and end.
	2	3		c	The student will compose narrative text with a beginning, middle, and end. (DOK 3)
	3	3		c	The student will compose narrative text with a clear beginning, middle, and end. (DOK 3)
	4	3		c	The student will compose narrative text relating an event with a clear beginning, middle, and end. (DOK 3)
	5	3		c	The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)
	6	3		c	The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3)
	7	3		c	The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, and containing multiple events. (DOK 3)
	1	3		c1	Compose retellings/stories with a beginning, middle, and end.
	4	3		c1	Stories and retellings (DOK 3)
	5	3		c1	Stories or retellings
	6	3		c1	Stories or retellings (DOK 3)
	7	3		c1	Stories or retellings (DOK 3)
	1	3		c2	Compose drawings/visual images to tell stories with a beginning, middle, and end.
	4	3		c2	Narrative Poems (DOK 3)
	5	3		c2	Narrative poems
	6	3		c2	Narrative poems (DOK 3)
	7	3		c2	Narrative poems (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	4	3		c3	PowerPoint presentations (DOK 3)
	5	3		c3	PowerPoint presentations
	6	3		c3	PowerPoint presentations (DOK 3)
	7	3		c3	PowerPoint presentations (DOK 3)
	5	3		c4	Plays
	6	3		c4	Plays (DOK 3)
	7	3		c4	Plays (DOK 3)
	5	3		c5	Biographies or autobiographies
	6	3		c5	Biographies and autobiographies (DOK 3)
	7	3		c5	Biographies and autobiographies (DOK 3)
	5	3		c6	Video narratives
	6	3		c6	Video narratives (DOK 3)
	7	3		c6	Video narratives (DOK 3)
	1	3		d	The student will compose a short informational text based on a familiar topic, including but not limited to:
	2	3		d	The student will compose informational text with a main idea and supporting details. (DOK 3)
	3	3		d	The student will compose informational text and at least three supporting details. (DOK 3)
	4	3		d	The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)
	5	3		d	The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to: chronological order; procedural; cause/effect; comparison/contrast; order of importance; problem/solution. (DOK 3)
	6	3		d	The student will compose informational text clearly expressing a main idea with supp.details, including but not limited to: texts containing chronological order; procedural; cause/effect; comparison/contrast; order of importance; problem/solution. (DOK 3)
	7	3		d	The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to: texts containing chronological order; procedural. (DOK 3)
	1	3		d1	Reports
	2	3		d1	Reports (DOK 3)
	3	3		d1	Reports (DOK 3)
	4	3		d1	Reports (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	5	3		d1	Reports
	6	3		d1	Reports (DOK 3)
	7	3		d1	Reports (DOK 3)
	1	3		d2	Letters, thank you notes, invitations
	2	3		d2	Letters, thank you notes, invitations (DOK 3)
	3	3		d2	Letters, thank you notes, invitations (DOK 3)
	4	3		d2	Letters (DOK 3)
	5	3		d2	Letters
	6	3		d2	Letters (DOK 3)
	7	3		d2	Letters (friendly and business) (DOK 3)
	1	3		d3	Functional texts (e.g. labels, directions, shopping lists, etc.)
	2	3		d3	Functional texts (e.g., labels, directions, shopping lists) (DOK 3)
	3	3		d3	Functional texts (e.g., labels, directions, shopping lists) (DOK 3)
	4	3		d3	Functional texts (DOK 3)
	5	3		d3	Functional texts
	6	3		d3	Functional texts (DOK 3)
	7	3		d3	Functional texts (DOK 3)
	4	3		d4	Presentations (DOK 3)
	5	3		d4	Presentations
	6	3		d4	Presentations (DOK 3)
	7	3		d4	Presentations (DOK 3)
	4	3		d4	6) Essays
	5	3		d5	Poems (DOK 3)
	6	3		d5	Poems
	7	3		d5	Poems (DOK 3)
	5	3		d5	Poems (DOK 3)
	6	3		d6	Essays
	7	3		d6	Essays (DOK 3)
	7	3		d6	Essays (DOK 3)
	2	3		e	The student will generate questions and use one source to locate the answers. (DOK 3)
	3	3		e	The student will compose a simple persuasive text. (DOK 3)
	4	3		e	The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)
	5	3		e	The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	6	3		e	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)
	7	3		e	The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)
	4	3		e1	Letters (DOK 3)
	5	3		e1	Letters
	6	3		e1	Letters (DOK 3)
	7	3		e1	Letters (DOK 3)
	4	3		e2	Speeches (DOK 3)
	5	3		e2	Speeches
	6	3		e2	Speeches (DOK 3)
	7	3		e2	Speeches (DOK 3)
	4	3		e3	Advertisements (DOK 3)
	5	3		e3	Advertisements
	6	3		e3	Advertisement (DOK 3)
	7	3		e3	Advertisements (DOK 3)
	3	3		f	The student will generate questions and use multiple sources to locate answers. (DOK 3)
	4	3		f	The student will compose text based on inquiry and research. (DOK 3)
	5	3		f	The student will compose text of a variety of modes based on inquiry and research. (DOK 3)
	6	3		f	The student will compose text of a variety of modes based on inquiry and research. (DOK 4)
	7	3		f	The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)
	4	3		f1	Generate questions. (DOK 3)
	5	3		f1	Generate questions.
	6	3		f1	Generate questions. (DOK 4)
	7	3		f1	Generate questions. (DOK 4)
	4	3		f2	Locate sources (e.g., books, interviews, Internet) and gather relevant information. (DOK 3)
	5	3		f2	Locate sources (e.g., books, interviews, Internet) and gather relevant information.
	6	3		f2	Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. (DOK 4)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
	7	3		f2	Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. (DOK 4)
	4	3		f3	Identify and paraphrase important information from sources. (DOK 3)
	5	3		f3	Identify and paraphrase important information from sources.
	6	3		f3	Identify and paraphrase important information from sources. (DOK 4)
	7	3		f3	Take notes on important information from sources. (DOK 4)
	4	3		f4	Present the results (DOK 3)
	5	3		f4	Present the results.
	6	3		f4	Compare and contrast important findings and select sources to support central ideas, concepts, and themes. (DOK 4)
	7	3		f4	Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.(DOK 4)
	6	3		f5	Present the results using a variety of communication techniques. (DOK 4)
	7	3		f5	Present the results using a variety of communication techniques. (DOK 4)
	6	3		f6	Reflect on and evaluate the process. (DOK 4)
	7	3		f6	Reflect on and evaluate the process. (DOK 4)
<b>LA</b>			<b>The student will apply Standard English to communicate.</b>		
LA	K	4		4a	The student will use Standard English grammar.
LA	K	4		4a1	Begin to recognize the use of nouns, verbs, and adjectives.
LA	K	4		4a2	Begin to recognize the use of articles and conjunctions.
LA	K	4		4b	The student will use Standard English mechanics.
LA	K	4		4b1	Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.
LA	K	4		4b2	Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.
LA	K	4		4b3	Begin to use developmentally appropriate spelling.
LA	K	4		4b3a	Recognize and record some beginning and ending sounds in words.
LA	K	4		4b3c	Spell some sight words.
LA	K	4		4b4	Develop handwriting skills.
LA	K	4		4b4a	Position paper in order to write in a left to right progression moving from top to bottom on the page.
LA	K	4		4b4b	Trace/draw recognizable shapes.
LA	K	4		4b4b	Trace/draw recognizable shapes.
LA	K	4		4b4c	Reproduce a visual pattern
LA	K	4		4b4d	Trace, copy, and generate letters.
LA	K	4		4b4e	Write first and last name legibly
LA	K	4		4b4e	Write first and last name legibly.

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	K	4		4c	The student will begin to use a variety of sentence structures.
LA	K	4		4c1	Speak in complete sentences.
LA	K	4		4c2	Initiate questions in conversation using age-appropriate words, phrases, and sentences.
LA	1	4		a	The student will use Standard English grammar.
LA	2	4		a	The student will use Standard English grammar. (DOK 1)
LA	3	4		a	The student will use Standard English grammar to compose or edit. (DOK 1)
LA	4	4		a	The student will apply Standard English grammar to compose or edit. (DOK 1)
LA	5	4		a	The student will apply Standard English grammar to compose or edit. (DOK 1)
LA	6	4		a	The student will apply Standard English grammar to compose or edit. (DOK 1)
LA	7	4		a	The student will use Standard English grammar to compose or edit. (DOK 1)
LA	1	4		a1	Begin to use nouns (e.g., singular, plural)
LA	5	4		a1	Nouns (sing.; pl. [incl. irr. forms]; common; proper; sing. possessive; pl. possessive; appositives; concrete; abstract; compound [1 word: bookcase; 2/more words: prime number/George Washington; hyphenated words: editor-in-chief]; predicate nominatives)
LA	3	4		a10	Adverbs (avoiding double negatives) (DOK 1)
LA	4	4		a10	Adverbs (avoiding double negatives; comparative forms) (DOK 1)
LA	5	4		a10	Adverbs (e.g., comparative forms; avoiding double negatives)
LA	6	4		a10	Adverbs (avoiding double negatives; comparative forms) (DOK 1)
LA	7	4		a10	Adverbs (avoiding double negatives; comparative forms) (DOK 1)
LA	3	4		a11	Interjections (DOK 1)
LA	4	4		a11	Interjections (DOK 1)
LA	5	4		a11	Interjections
LA	6	4		a11	Interjections (DOK 1)
LA	7	4		a11	Interjections (DOK 1)
LA	2	4		a1a	Nouns (e.g., singular, plural, common,) (DOK 1)
LA	3	4		a1a	Nouns (e.g., singular, plural [including irregular forms], common, proper) (DOK 1)
LA	4	4		a1a	Nouns (e.g., singular, plural [including irregular forms], common, proper, ) (DOK 1)
LA	6	4		a1a	Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, predicate nominatives; direct and indirect objects) (DOK 1)
LA	7	4		a1a	Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract) (DOK 1)
LA	2	4		a1b	Nouns (e.g., singular, plural, common, proper, possessive) (DOK 1)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	3	4		a1b	Nouns (e.g., singular, plural [including irregular forms], common, proper, possessive) (DOK 1)
LA	4	4		a1b	Nouns (e.g., singular, plural [including singular possessive, plural possessive, appositives] (DOK 1)
LA	6	4		a1b	Nouns (e.g., compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]) (DOK 1)
LA	7	4		a1b	Nouns (e.g., compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective) (DOK 1)
LA	1	4		a2	Begin to use verbs
LA	2	4		a2	Verbs, helping verbs and irregular verbs (DOK 1)
LA	3	4		a2	Verbs, helping verbs and irregular verbs (DOK 1)
LA	4	4		a2	Verbs (e.g., helping verbs, irregular verbs, linking verbs) (DOK 1)
LA	6	4		a2	Verbs (helping verbs, irregular, linking, transitive, and intransitive) (DOK 1)
LA	7	4		a2	Verbs (helping verbs, irregular, linking, transitive and intransitive verbs) (DOK 1)
LA	5	4		a2a	Verbs (e.g., helping verbs)
LA	5	4		a2b	Verbs (e.g., helping verbs, irregular verbs, )
LA	5	4		a2c	Verbs (e.g., helping verbs, irregular verbs, linking verbs)
LA	1	4		a3	Begin to use articles and coordinating conjunctions
LA	2	4		a3	Verb tense (conjugation and purpose for past, present, and future) (DOK 1)
LA	3	4		a3	Verb tense (conjugation and purpose for past, present, and future) (DOK 1)
LA	4	4		a3	Verb tense(conjugation and purpose for past, present, future, present perfect) (DOK 1)
LA	5	4		a3	Verb tense (conjugation and purpose for present, past, future; present perfect and past perfect)
LA	6	4		a3	Verb tense [including purpose] (present, past, future; present perfect, past perfect, and future perfect) (DOK 1)
LA	7	4		a3	Verb tense [including purpose] (present, past, future; present perfect, past perfect, future perfect; emphatic [present and past]) (DOK 1)
LA	1	4		a4	Begin to use adjectives
LA	2	4		a4	Subject-verb agreement (DOK 1)
LA	3	4		a4	Subject-verb agreement (DOK 1)
LA	4	4		a4	Subject-verb agreement (DOK 1)
LA	5	4		a4	Subject-verb agreement
LA	6	4		a4	Subject-verb agreement in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb (DOK 1)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	7	4		a4	Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb.) (DOK 1)
LA	1	4		a5	Begin to use pronouns
LA	2	4		a5	Articles and coordinating conjunctions (DOK 1)
LA	3	4		a5	Articles and coordinating conjunctions (DOK 1)
LA	4	4		a5	Articles and coordinating conjunctions (DOK 1)
LA	5	4		a5	Articles and coordinating/subordinating conjunctions
LA	6	4		a5	Articles; coordinating/subordinating conjunctions (DOK 1)
LA	7	4		a5a	Coordinating/subordinating conjunctions; correlative conjunctions (DOK 1)
LA	7	4		a5b	Articles; (DOK 1)
LA	2	4		a6	Adjectives (e.g., possessive, comparative, superlative) (DOK 1)
LA	3	4		a6	Adjectives (e.g., possessive, comparative, superlative) (DOK 1)
LA	4	4		a6	Adjectives (e.g., possessive, comparative, superlative) (DOK 1)
LA	5	4		a6	Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)
LA	6	4		a6	Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives) (DOK 1)
LA	7	4		a6	Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives) (DOK 1)
LA	2	4		a7	Prepositions (DOK 1)
LA	3	4		a7	Prepositions (DOK 1)
LA	4	4		a7	Prepositions (DOK 1)
LA	5	4		a7	Prepositions
LA	6	4		a7	Prepositions (DOK 1)
LA	7	4		a7	Prepositions (DOK 1)
LA	2	4		a8	Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns) (DOK 1)
LA	3	4		a8	Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns) (DOK 1)
LA	5	4		a8	Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and interrogative)
LA	6	4		a8	Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative) (DOK 1)
LA	7	4		a8	Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative interrogative, indefinite, relative) (DOK 1)
LA	4	4		a8a	Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns,) (DOK 1)
LA	4	4		a8c	Pronouns (e.g., object pronouns, reflexive pronouns, demonstrative pronouns) (DOK 1)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	2	4		a9	Adverbs (DOK 1)
LA	3	4		a9	Pronoun-antecedent agreement (number and gender) (DOK 1)
LA	4	4		a9	Pronoun-antecedent agreement (number and gender) (DOK 1)
LA	5	4		a9	Pronoun-antecedent agreement (number and gender)
LA	6	4		a9	Pronoun-antecedent agreement (number and gender) (DOK 1)
LA	7	4		a9	Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount) (DOK 1)
LA	1	4		b	The student will use Standard English mechanics.
LA	2	4		b	The student will use Standard English mechanics to compose or edit. (DOK 1)
LA	3	4		b	The student will use Standard English mechanics to compose or edit. (DOK 1)
LA	4	4		b	The student will apply Standard English mechanics to compose or edit. (DOK 1)
LA	5	4		b	The student will apply Standard English mechanics to compose or edit. (DOK 1)
LA	6	4		b	The student will apply Standard English mechanics to compose or edit. (DOK 1)
LA	7	4		b	The student will apply Standard English mechanics to compose or edit. (DOK 1)
LA	2	4		b1	End punctuation (e.g., period, question mark, exclamation mark) (DOK 1)
LA	3	4		b1	End punctuation (e.g., period, question mark, exclamation mark, comma) (DOK 1)
LA	4	4		b1	End punctuation (e.g., period, question mark, exclamation point) (DOK 1)
LA	5	4		b1	End punctuation (e.g., period, question mark, exclamation point)
LA	6	4		b1	End punctuation (e.g., period, question mark, exclamation mark) (DOK 1)
LA	7	4		b1	End punctuation (e.g., period, question mark, exclamation mark) (DOK 1)
LA	2	4		b10	Write words and sentences legibly. (DOK 1)
LA	3	4		b10	Write legibly. (DOK 1)
LA	4	4		b10	Produce legible text. (DOK 1)
LA	5	4		b10	Spell words commonly found in fifth grade level text.
LA	6	4		b10	Spell words commonly found in sixth grade level text. (DOK 1)
LA	7	4		b10	Spell words commonly found in seventh grade level text (DOK 1)
LA	5	4		b11	Produce legible text.
LA	6	4		b11	Produce legible text. (DOK 1)
LA	7	4		b11	Produce legible text (DOK 1)
LA	1	4		b1a	Begin to use appropriate end punctuation (e.g., period).
LA	1	4		b1b	Begin to use appropriate end punctuation (e.g., period, question mark).
LA	1	4		b1c	Begin to use appropriate end punctuation (e.g., period, question mark, exclamation mark).
LA	1	4		b2	Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year).
LA	2	4		b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) (DOK 1)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	3	4		b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) (DOK 1)
LA	4	4		b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) (DOK 1)
LA	5	4		b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
LA	6	4		b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) (DOK 1)
LA	7	4		b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) (DOK 1)
LA	1	4		b3	Begin to use commas (e.g., dates).
LA	2	4		b3	Commas (e.g., dates, series, addresses, greetings, and closings in a friendly letter) (DOK 1)
LA	5	4		b3	Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and interrupters)
LA	6	4		b3	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) (DOK 1)
LA	3	4		b3a	Commas (e.g., dates, addresses, greetings, closings) (DOK 1)
LA	4	4		b3a	Commas (e.g., dates, series, quotations, (DOK 1)
LA	7	4		b3a	Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives) (DOK 1)
LA	3	4		b3b	Commas (e.g., dates, series, addresses, greetings, closings) (DOK 1)
LA	4	4		b3b	Commas (e.g., dates, series,, quotations, introductory prepositional phrases,s) (DOK 1)
LA	7	4		b3b	Commas (e.g., interrupters including parenthetical expressions; nonessential appositive phrases; introductory clauses; and nonessential clauses) (DOK 1)
LA	3	4		b3c	Commas (e.g., dates, series, addresses, greetings, closings, quotations) (DOK 1)
LA	4	4		b3c	Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, and nonessential appositive phrases) (DOK 1)
LA	1	4		b4	Begin to use apostrophes (e.g., contractions).
LA	2	4		b4	Quotation marks (e.g., quotations) (DOK 1)
LA	3	4		b4	Quotation marks (e.g., quotations, titles of poems) (DOK 1)
LA	5	4		b4	Apostrophes (possessives; contractions)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	6	4		b4	Apostrophes (possessives; contractions) (DOK 1)
LA	7	4		b4	Apostrophes (possessives; contractions) (DOK 1)
LA	4	4		b4a	Apostrophes (e.g., contractions) (DOK 1)
LA	4	4		b4b	Apostrophes (e.g., possessives) (DOK 1)
LA	1	4		b5	Begin to use colon in notation of time.
LA	2	4		b5	Underlining/Italics (e.g., titles of books and movies) (DOK 1)
LA	3	4		b5	Underlining/Italics (titles of books and movies) (DOK 1)
LA	4	4		b5	Quotation marks (e.g., quotations; titles of poems, titles of songs, titles of short stories) (DOK 1)
LA	5	4		b5	Semicolons (compound sentences)
LA	6	4		b5	Semicolons (compound sentences) (DOK 1)
LA	7	4		b5	Semicolons (compound sentences; with conjunctive adverbs) (DOK 1)
LA	1	4		b6	Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I").
LA	2	4		b6	Apostrophes (e.g., contractions, possessives) (DOK 1)
LA	3	4		b6	Apostrophes (e.g., contractions; possessives) (DOK 1)
LA	4	4		b6	Underlining/Italics (e.g., titles of books and movies) (DOK 1)
LA	5	4		b6	Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
LA	6	4		b6	Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) (DOK 1)
LA	7	4		b6	Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) (DOK 1)
LA	1	4		b7	Spell words commonly found in first grade level text.
LA	2	4		b7	Colons (e.g., in notation of time) (DOK 1)
LA	3	4		b7	Colons (in notation of time) (DOK 1)
LA	4	4		b7	Colons (e.g., time, before lists introduced by independent clauses) (DOK 1)
LA	5	4		b7	Underlining/Italics (titles of books and movies)
LA	6	4		b7	Underlining/Italics (titles of books, movies, plays, and television shows) (DOK 1)
LA	7	4		b7	Underlining/Italics (titles of books, movies, plays, and television shows) (DOK 1)
LA	2	4		b8	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", holidays, titles, initials) (DOK 1)
LA	3	4		b8	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I") (DOK 1)
LA	4	4		b8	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) (DOK 1)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	5	4		b8	Colons (e.g., time, before lists introduced by independent clauses, business letters)
LA	6	4		b8	Colons (e.g., time, before lists introduced by independent clauses, and business letters) (DOK 1)
LA	7	4		b8	Colons (e.g., time, before lists introduced by independent clauses, business letters) (DOK 1)
LA	1	4		b8a	Develop handwriting skills. Position paper in order to write in a left to right progression moving from top to bottom on the page. Write first and last name legibly.
LA	2	4		b9	Spell words commonly found in second grade level texts (DOK 1)
LA	3	4		b9	Spell words commonly found in third grade level text. (DOK 1)
LA	4	4		b9	Spell words commonly found in fourth grade level text. (DOK 1)
LA	5	4		b9	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)
LA	6	4		b9	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) (DOK 1)
LA	7	4		b9	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 salutations and closings of friendly letters and business letters, proper adjectives) (DOK 1)
LA	1	4		c	The student will use varied sentence structures.
LA	2	4		c	The student will use correct and varied sentence structure. (DOK 2)
LA	3	4		c	The student will use correct and varied sentence structures. (DOK 2)
LA	4	4		c	The student will apply knowledge of sentence structure in composing or editing. (DOK 2)
LA	5	4		c	The student will apply knowledge of sentence structure in composing or editing. (DOK 2)
LA	6	4		c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)
LA	7	4		c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)
LA	2	4		c1	Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, imperative/ command or request). (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	3	4		c1	Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative). (DOK 2)
LA	6	4		c1	Analyze sentence structures (e.g., simple sentences including compound subjects and/or compound predicates; compound sentences including compound subjects and/or compound predicates; and complex sentences, including independent/dependent clauses). (DOK 2)
LA	1	4		c1a	Analyze sentences to determine purpose (e.g., declarative/telling).
LA	4	4		c1a	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates). (DOK 2)
LA	7	4		c1a	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). (DOK 2)
LA	1	4		c1b	Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question).
LA	4	4		c1b	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences). (DOK 2)
LA	7	4		c1b	Analyze the structure of sentences (e.g., complex sentences, including independent and dependent clauses; and compound-complex sentences). (DOK 2)
LA	1	4		c1c	Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).
LA	4	4		c1c	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences; and complex sentences, including independent and dependent clauses). (DOK 2)
LA	1	4		c2	Compose sentences with a variety of purposes (e.g., declarative/telling).
LA	2	4		c2	Compose exclamatory/strong feeling, and imperative/command or request sentences. (DOK 2)
LA	3	4		c2	Compose simple sentences with compound subjects and/or compound predicates; compound sentences. (DOK 2)
LA	5	4		c2	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.
LA	6	4		c2	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. (DOK 2)

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	4	4		c2a	Compose simple sentences with compound subjects and/or compound predicates; (DOK 2)
LA	7	4		c2a	Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates. (DOK 2)
LA	1	4		c2b	Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question).
LA	4	4		c2b	Compose simple sentences with compound subjects and/or compound predicates; compound sentences; (DOK 2)
LA	7	4		c2b	Compose complex sentences, including independent and dependent clauses; and compound-complex sentences. (DOK 2)
LA	1	4		c2c	Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question, exclamatory/showing strong feeling).
LA	4	4		c2c	Compose simple sentences with compound subjects and/or compound predicates; compound sentences; complex sentences(DOK 2)
LA	1	4		c3	Compose simple sentences.
LA	2	4		c3	Compose simple. (DOK 2)
LA	3	4		c3	Avoid sentence fragments and run-on sentences. (DOK 2)
LA	4	4		c3	Avoid sentence fragments and run-on sentences, and comma splices. (DOK 2)
LA	5	4		c3	Avoid sentence fragments, run-on sentences, and comma splices.
LA	6	4		c3	Avoid sentence fragments, run-on sentences, and comma splices. (DOK 2)
LA	7	4		c3	Avoid sentence fragments, run-on sentences, and comma splices. (DOK 2)
LA	4	4		c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases. (DOK 2)
LA	5	4		c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.
LA	6	4		c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses (DOK 2)
LA	7	4		c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses and noun clauses. (DOK 2)
LA	4	4		c5	Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases. (DOK 2)
LA	5	4		c5	Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.

Sub	Gr_	Co	Competency_Desc	Objec-	Objective_Desc
LA	6	4		c5	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses. (DOK 2)
LA	7	4		c5	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses. (DOK 2)