

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 1

	MTP Objective	Aligned State Standard
Day 1	Students will recognize that writing is a way of communicating and serves different purposes.	Reading.Pre.K.5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 2	Students will recognize that writing is a way of communicating and serves different purposes.	Reading.Pre.K.5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 3	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 4	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 5	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 6	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 7	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 8	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 9	Students will distinguish between print and illustrations.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 10	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 11	Students will recognize that spoken words are represented in written language.	Reading.Pre.K.-1.2 Understand that print is something that is read and has specific meaning.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 13	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 14	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 15	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.

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Day 16	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 17	Students will distinguish between print and illustrations.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 18	Students will name and describe actual or pictured objects.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 20	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	L.S.Pre.K.2.2-Understand and use accepted words for categories of objects encountered and used frequently in everyday life.

Blueprint for Early Literacy, IRA
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	IRA Objective	Aligned State Standard
Day 1	Students will show interest in listening to a variety of texts.	Reading.Pre.K.5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 2	Students will actively listen to others as they read or talk.	Reading.Pre.K.5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 3	Students will actively listen to others as they read and talk.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 4	Students will actively listen to others as they read or talk.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 5	Students will actively listen to others as they read or talk.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 6	Students will demonstrate proper use and care of books.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 7	Students will demonstrate proper use and care of books.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 8	Students will point out basic features of a book.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 9	Students will actively listen to others as they read or talk.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 10	Students will demonstrate an understanding that books are read for enjoyment and information.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 13	Students will make personal connections to what is read aloud and what is being taught.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 14	Students will recall basic details in a text.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.

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Day 15	Students will recall basic details in a text.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 16	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 17	Students will demonstrate an understanding that we read for enjoyment and information.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 18	Students will name and describe actual or pictured objects.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic
Day 19	Students will show an understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic
Day 20	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	L.S.Pre.K.2.2-Understand and use accepted words for categories of objects encountered and used frequently in everyday life.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 2

	MTP Objective	Aligned State Standard
Day 1	Students will understand the concept of a word.	Reading.Pre.K. 3.1 Recognize own name or other name and common words in print.
Day 2	Students will understand the concept of a letter.	Reading.Pre.K. 3.3 Begin to recognize that letters have sounds.
Day 3	Students will understand that letters form words.	Reading.Pre.K. 3.1 Recognize own name or other names and common words in print.
Day 4	Students will understand that letters form words.	Reading.Pre.K. 3.1 Recognize own name or other names and common words in print.
Day 5	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 6	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 7	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 8	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 9	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 10	Students will use a combination of drawing, dictating and writing to compose narratives describing real or imagined experiences or events.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 11	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 12	Students will demonstrate an understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic
Day 13	Students will demonstrate an understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic
Day 14	Students will demonstrate an understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic
Day 15	Students will demonstrate an understanding of frequently used words and their opposites.	Reading.Pre.K. 3.1 Recognize own name or other names and common words in print.
Day 16	Students will demonstrate an understanding of frequently used words and their opposites.	Reading.Pre.K. 3.1 Recognize own name or other names and common words in print.
Day 17	Students will demonstrate an understanding of frequently used words and their opposites.	Reading.Pre.K. 3.1 Recognize own name or other names and common words in print.

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Day 18	Students will form regular plural nouns by adding /s/ or /es/.	L.S.Pre.K.3.2-Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.
Day 19	Students will form regular plural nouns by adding /s/ or /es/.	L.S.Pre.K.3.2-Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.
Day 20	Students will understand that writers can express opinions or preferences.	L.S.Pre.K. 1.1-Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.

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	IRA Objective	Aligned State Standard
Day 1	Students will engage and respond appropriately in the turn-taking of conversation.	Social Interaction.Pre.K. 1.1- Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.
Day 2	Students will name and describe actual or pictured objects.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 3	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 4	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 5	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 6	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 7	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 8	Student will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 9	Students will show understanding of common story elements.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 10	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 11	Students will identify and explain how the title of a book relates to the text.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 13	Students will understand and use temporal words (first, next, last).	L.S.Pre.K.2.3 Understand and use both simple and complex words that describe the relations between objects.

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Day 14	Students will identify the role of the author and illustrator in a book.	Reading.Pre.K. 1.1 Display appropriate book-handling behaviors and knowledge of print conventions.
Day 15	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 16	Students will show understanding of common story elements.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 17	Students will retell a familiar story in sequence with picture support or props.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 18	Students will begin to identify and explain how the title of a book relates to the text.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 19	Students will retell a familiar story in sequence with picture support or props.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 20	Students will identify and share favorite books and explain why.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 3

	MTP Objective	Aligned State Standard
Day 1	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 2	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 3	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 5	Students will demonstrate their understanding of frequently used words and their opposites.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 6	Students will recognize print that is relevant in their environment.	Reading.Pre.K-.1.2 Understand that print is something that is read and has specific meaning.
Day 7	Students will recognize that writing is a way of communicating and serves different purposes.	Reading.Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 8	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 9	Students will recognize that writing is a way of communicating and serves different purposes.	Reading.Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 10	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 11	Students will recognize that writing is a way of communicating and serves different purposes.	Reading.Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 12	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 13	Students will understand and use position words.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 14	Students will follow words from left to right.	Reading.Pre.K. 1.1- Display appropriate book-handling behaviors and knowledge of print convention.
Day 15	Students will express preferences or opinions.	L.S.Pre.K. 1.1-Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
Day 16	Students will generate content and topics for writing.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 17	Students will use newly-learned vocabulary on multiple occasions and in a variety of contexts.	L.S.Pre.K.2.2-Understand and use accepted words for categories of objects encountered and used frequently in everyday life.
Day 18	Students will understand and use sensory words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

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Day 19	Students will use a combination of drawing, dictating and writing to teach information.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 20	Students will recognize words that rhyme.	Reading.Pre.K-2.2- Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 3

	IRA Objective	Aligned State Standard
Day 1	Students will show interest in words and word play.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 2	Students will show understanding of common story elements.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 3	Students will show where reading begins on a page.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 4	Students will show understanding of common story elements.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 5	Students will demonstrate understanding of frequently used words and their opposites.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 6	Students will recognize relevant print in their environment.	Reading.Pre.K-.1.2 Understand that print is something that is read and has specific meaning.
Day 7	Students will recognize relevant print in their environment.	Reading.Pre.K-.1.2 Understand that print is something that is read and has specific meaning.
Day 8	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 9	Students will name and describe actual or pictured objects.	L.S.Pre.K.2.1- Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 10	Students will recognize that writing is a way of communicating and serves different purposes.	Reading.Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 11	Students will recall basic details in a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1- Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 13	Students will understand and use position words.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 14	Students will show where reading begins on a page.	Reading.Pre.K. 1.1- Display appropriate book-handling behaviors and knowledge of print convention.
Day 15	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1- Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

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Day 16	Students will recall basic details in a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 17	Students will show their understanding of content-specific vocabulary.	L.S.Pre.K.2.1- Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 18	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1- Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 19	Students will make and confirm predictions about what may happen in a story.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 20	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 4

	MTP Objective	Aligned State Standard
Day 1	Students will segment and blend syllables.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 2	Students will increase their familiarity with common letter- sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 3	Students will recognize some simple punctuation.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 4	Students will recognize and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 5	Students will become familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 6	Students will segment and blend syllables.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 7	Students will segment and blend syllables.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 8	Students will match some uppercase and lowercase letters.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 9	Students will match some uppercase and lowercase letters.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 10	Students will begin to recognize some simple punctuation.	Reading.Pre.K. 1.1 Display appropriate book-handling behaviors and knowledge of print convention.
Day 11	Students will be able to distinguish letters from numbers.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 12	Students will be able to distinguish letters from numbers.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 13	Students will recognize and orally produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 14	Students will recognize and orally produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 15	Students will begin to recognize some simple punctuation.	Reading.Pre.K. 1.1 Display appropriate book-handling behaviors and knowledge of print convention.
Day 16	Students will identify the beginning letter in some frequently seen words.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 17	Students will form plural nouns by adding /s/ or /es./	L.S.Pre.K.3.2-Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.
Day 18	Students will show their understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

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CA State Alignment, Theme 4

Day 19	Students will identify the beginning letter in some frequently seen words.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 20	Students will understand the concept of a word.	Reading.Pre.K. 3.1 Recognize own name or other name. common words in print.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 4

	IRA Objective	Aligned State Standard
Day 1	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 2	Students will begin to think about, or infer, what the character feels even when it's not stated.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 3	Students will recall basic details in a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 4	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 5	Students will understand and use sensory words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 6	Students will recount important facts from an informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 7	Students will begin to recognize the main idea of a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 8	Students will differentiate between fiction and nonfiction.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 9	Students will see the similarities and differences within a text.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 10	Students will understand and use question words.	L.S.Pre.K.3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
Day 11	Students will differentiate between fiction and nonfiction.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 12	Students will begin to retell a familiar story in sequence.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 13	Students will recall details in a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 14	Students will distinguish the shades of meaning among common verbs sharing the same general action.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.

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Day 15	Students will begin to recognize the main idea of a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 16	Students will begin to see similarities and differences within a text and across text.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 17	Students will think about what the character feels even when it's not stated.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 18	Students will show their understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 19	Students will show their understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 20	Students will identify and share their favorite books and explain why.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 5

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 2	Students will understand that words are separated by spaces in print.	Pre.K.Reading.1.2 Understand that print is something that is read and has specific meaning.
Day 3	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 4	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 5	Students will understand and use sensory words.	L.S.Pre.K.2.1- Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 6	Students will be able to recognize some high-frequency words.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 7	Students will be able to understand the difference between a question and a statement.	L.S.Pre.K.3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
Day 8	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 9	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 10	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 11	Students will be able to recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 12	Students will recognize and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 13	Students will become familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 14	Students will become familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 15	Students will begin to distinguish numbers from letters.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 16	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 17	Students will become familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 18	Students will be able to segment and blend syllables.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 5

Day 19	Students will recognize and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 20	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 5

	IRA Objective	Aligned State Standard
Day 1	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 2	Students will begin to recognize the main idea of the text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 3	Students will understand that words are separated by spaces in print.	Pre.K.Reading.1.2 Understand that print is something that is read and has specific meaning.
Day 4	Students will begin to understand story structure (beginning, middle, end).	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 5	Students understand and use sensory words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 6	Students will recall details from a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 7	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 8	Students will ask questions to better understand the text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 9	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 10	Students will isolate the beginning sound of a word.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 11	Students will recall basic details in a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 5

Day 12	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 13	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 14	Students will begin to understand story structure (beginning, middle and end).	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 15	Students will begin to distinguish numbers from letters.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 16	Students will begin to make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 17	Students will seek and generate alternative approaches to solving problems.	Self.Pre.K.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.
Day 18	Children can think about what the characters feel, even when it isn't stated (inferring).	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 19	Students will begin to understand story structure – beginning, middle and end.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 20	Students will begin to identify their favorite books and explain why.	Reading.Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 6

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 2	Students will understand the difference between a question and a statement.	L.S.Pre.K.3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
Day 3	Students will understand the difference between a question and a statement.	L.S.Pre.K.3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
Day 4	Students will distinguish letters from numbers.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form and letter names and more than half of lowercase letter names to their printed form.
Day 5	Students will identify and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 6	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 7	Students will recognize and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will become increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 9	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 10	Students will be able to segment and blend syllables.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 11	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 13	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 14	Students will use a combination of drawing, dictating and writing to respond to a book or express an opinion or a preference.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 6

Day 15	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 16	Students will begin to recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 17	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 18	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 19	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 20	Students will able to recognize the initial letter in words.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 6

	IRA Objective	Aligned State Standard
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 2	Students will understand and use question words.	L.S.Pre.K.3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
Day 3	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 4	Students will distinguish letters from numbers.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form. letter names and more than half of lowercase letter names to their printed form.
Day 5	Students will identify and produce words that rhymes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 6	Students will distinguish shades of meaning among common adjectives sharing the same general characteristic.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 7	Students will recognize and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will show an understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 9	Students will show an understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 10	Students will retell a familiar story in sequence with picture support or props.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will ask questions to better understand the text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 6

Day 13	Students will show understanding of common story elements.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 14	Students will be able to recall basic details in a text.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 15	Students will be able to recall basic details in a text.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 16	Students will participate in the reading and singing of shared texts with appropriate volume, pronunciation, tone and expression.	Reading.Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 17	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 18	Students will understand a common story element, the setting.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 20	Students will identify and share their favorite books and explain why.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 7

	MTP Objective	Aligned State Standard
Day 1	Students will begin to recognize some high-frequency words.	Reading.Pre.K. 3.1 Recognize own name or other name. common words in print.
Day 2	Students will begin to recognize some simple punctuation.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 3	Students will begin to recognize simple punctuation.	Reading.Pre.K. 1.1 -Display appropriate book-handling behaviors and knowledge of print convention.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 5	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 6	Students will recognize some high-frequency words.	Reading.Pre.K. 3.1 Recognize own name or other names and common words in print.
Day 7	Students will recognize and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will increase their familiarity with letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 9	Students will recognize initial sounds.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 10	Students will show understanding of common story elements (character, setting, and plot).	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 11	Students will recognize some high-frequency words.	Reading.Pre.K. 3.1 Recognize own name or other names and common words in print.
Day 12	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 13	Students will orally segment and blend onsets and rime.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 14	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	L.S.Pre.K.2.3 Understand and use both simple and complex words that describe the relations between objects.
Day 15	Students will orally segment and blend onsets and rime.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 16	Students will recognize some high-frequency words.	Reading.Pre.K. 3.1 Recognize own name or other name. common words in print.
Day 17	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 18	Students will orally segment and blend onsets and rime.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 7

Day 19	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 20	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 7

	IRA Objective	Aligned State Standard
Day 1	Students will recall important facts from an informational book.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 2	Students will think about what the author inferred, or meant even when it's not stated.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 3	Students will recount important facts from an informational book.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 4	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 5	Students will retell a familiar story in sequence with picture supports or props.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 6	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 7	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 9	Students will make connections between what happens in a text and what came before (cause and effect).	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 10	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 11	Students will make and confirm predictions about what may happen in the story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will show an understanding of basic story elements, including character, plot and setting.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 13	Students will compare and contrast the similarities and differences within a text and across texts.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 7

Day 14	Students will compare and contrast the similarities and differences within a text and across texts.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 15	Students will begin to identify their favorite books.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
Day 16	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 17	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 18	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 19	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 20	Students will show steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 8

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 2	Students will begin to demonstrate basic knowledge of letters and letter-sound correspondences.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 3	Students will produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 5	Students will determine the meaning of multiple meaning words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 6	Students will recognize high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 7	Students will orally segment and blend onsets and rimes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will become increasingly familiar with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 9	Students will form regular plural nouns by adding /s/ or /es./	L.S.Pre.K.3.2-Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.
Day 10	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 11	Students will recognize a high-frequency word.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 12	Students will use a combination of drawing, dictating and writing to teach information.	W.Pre.K.1.2- Write letters or letter-like shapes to represent words or ideas.
Day 13	Students will demonstrate an understanding of syllables.	
Day 14	Students will demonstrate an understanding of syllables.	
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 16	Students will recognize a high-frequency word.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 17	Students will distinguish shades of meaning among adjectives sharing the same general characteristics.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 8

Day 18	Students will orally segment and blend two phonemes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 19	Students will determine or clarify the meaning of multiple meanings words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 20	Students will orally segment and blend two phonemes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 8

	IRA Objective	Aligned State Standard
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 2	Students will recount important facts from an informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 3	Students will begin to recognize the main idea of the text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 4	Students will differentiate between fiction and nonfiction texts by distinguishing characteristics.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 5	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 6	Students will ask questions to better understand the text.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 7	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading acts.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will recount important facts from an informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 9	Students will recognize basic features of informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 10	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 11	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will begin to understand story structure.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.

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Day 13	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 14	Students will express opinions about ideas in a story.	L.S.Pre.K. 1.1-Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
Day 15	Students will demonstrate an understanding of syllables.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 16	Students will show an understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 17	Students will understand story structure.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 18	Students will infer a character's feelings.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 19	Students will recount important facts from an informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 20	Students will begin to identify and share their favorite books and explain why.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 9

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 2	Students will understand and use sensory words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 3	Students will understand and use sensory words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 4	Students will orally segment and blend onsets and rimes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 5	Students will produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 6	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 7	Students will determine or clarify the meaning of multiple meaning words (e.g., duck or bat).	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 8	Students will orally segment and blend two phonemes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 9	Students will orally blend and segment two phonemes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 10	Students will produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 11	Students will recognize some high-frequency words.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 12	Students will understand shades of meaning among common verbs sharing the same general action (e.g., walk, strut, march, prance).	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 13	Students will be able to hear and count words in a sentence.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 14	Students will be able to hear and count words in a sentence.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 16	Students will be able to recognize some high-frequency words.	L.S.Pre.K.2.3- Understand and use both simple and complex words that describe the relations between objects.
Day 17	Students will be able to generate and investigate answers about topics of interest.	Self.Pre.K.5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

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Day 18	Students will be able to hear and count words in a sentence.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 19	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 20	Students will begin to use a combination of drawing, dictating and writing to respond to a book or to express an opinion or preference.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 9

	IRA Objective	Aligned State Standard
Day 1	Students will make personal connections to what is being read and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 2	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 3	Students will see similarities and differences within a text and across texts.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 4	Students will think about what the character feels even when it's not stated.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 5	Students will orally segment and blend onsets and rimes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 6	Students will make personal connections to what is being read and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 7	Students will show understanding of common features of informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 8	Students will recount important facts from an informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 9	Students will recount important facts from an informational text.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 10	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 11	Students will be able to explain how the title of the book relates to the text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will recount important facts from informational texts.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 13	Students will show an understanding of content-specific vocabulary words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

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CA State Alignment, Theme 9

Day 14	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 15	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 16	Students will be able to explain how the title of the book relates to the text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 17	Students will be able to recount important facts from an informational texts.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 18	Students will be able to make connections between what happens in a text and what came before (cause and effect).	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 19	Students will be able to recount important facts from informational texts.	Reading.Pre.K.4.2- Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.
Day 20	Students will be able to identify and share their favorite book and explain why.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Blueprint for Early Literacy, MTP
CA State Alignment, Theme 10

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 2	Students will increase their familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 3	Students will orally segment and blend two phonemes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 4	Students will orally segment and blend two phonemes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 5	Students will hear and count words in a sentence.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 6	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 7	Students will produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will determine or clarify the meaning of multiple meaning words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 9	Students will determines or clarify the meaning of multiple meaning words.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 10	Students will hear and count words in a sentence.	Reading.Pre.K.-2.1 Orally blend and delete words and syllables without the support of pictures or objects.
Day 11	Students will recognize some high-frequency words.	L.S.Pre.K.2.3-Understand and use both simple and complex words that describe the relations between objects.
Day 12	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.
Day 13	Students will match lower-case and upper-case letters.	Reading.Pre.K.-3.2 Match more than half of uppercase letter names to their printed form and more than half of the lowercase letter names to their printed form.
Day 14	Students will orally segments and blends two phonemes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 16	Students will begin to recognize some high-frequency words.	Reading.Pre.K. 3.1 Recognize own name or other name. common words in print.
Day 17	Students will identify and produce rhymes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 18	Students will develop increasing familiarity with common letter-sound relationships.	Reading.Pre.K-3.3 Begin to recognize that letters have sounds.

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Day 19	Students will experiment with using more complex grammar and parts of speech, exposing them to adverbs (e.g., gently).	
Day 20	Students will understand that writers can express opinions or preference.	Reading.Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 10

	IRA Objective	Aligned State Standard
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 2	Students will show their understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 3	Students will see similarities and differences within a text and across texts (compare and contrast).	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 4	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 5	Students will identify and produce rhymes.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 6	Students will make and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 7	Students will identify and produce words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 8	Students will identify number words in the story.	Reading.Pre.K.-3.2 Match more than half of uppercase printed form to their letter names and more than half of lowercase letter names to their printed form.
Day 9	Students will makes and confirm predictions about what may happen in a story.	Reading.Pre.K.-4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 10	Students will make connections between what happens in a text and what came before (cause and effect).	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 11	Students will make and confirm predictions.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

Blueprint for Early Literacy, IRA
CA State Alignment, Theme 10

Day 13	Students will identify and explain how the title relates to the text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 14	Students will notice similarities and differences within and across texts.	Reading.Pre.K.-5.2 Engage in more complex routines associated with literacy activities.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 16	Students will recall details from a text.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 17	Students will recognize words that rhyme.	Reading.Pre.K-2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.
Day 18	Students will show understanding of content-specific vocabulary.	L.S.Pre.K.2.1-Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
Day 19	Students will begin to recognize the main idea.	Reading.Pre.K.4.1- Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
Day 20	Students will begin to identify their favorite books.	Reading. Pre.K.5.1- Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.