

*Blueprint Theme 1 - MTP
Aligned to NY State Standards*

<i>MTP Objective</i>		<i>NY State Standard</i>
<i>Day 1</i>	<i>Students will recognize that writing is a way of commu</i>	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
<i>Day 2</i>	<i>Students will recognize that writing is a way of communicating and serves different purposes.</i>	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
<i>Day 3</i>	<i>Students will generate content and topics for writing.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 4</i>	<i>Students will generate content and topics for writing.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 5</i>	<i>Students will generate content and topics for writing.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 6</i>	<i>Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 7</i>	<i>Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 8</i>	<i>Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 9</i>	<i>Students will distinguish between print and illustrations.</i>	F.Pre.K.1 Demonstrate understanding of the organization and basic features of print.
<i>Day 10</i>	<i>Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 11</i>	<i>Students will recognize that spoken words are represented in written language.</i>	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
<i>Day 12</i>	<i>Students will show a steady increase in receptive and expressive vocabulary.</i>	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .

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Day 13	<i>Students will generate content and topics for writing.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 14	<i>Students will generate content and topics for writing.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 15	<i>Students will generate content and topics for writing.</i>	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 16	<i>Students will show a steady increase in receptive and expressive vocabulary.</i>	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 17	<i>Students will distinguish between print and illustrations.</i>	F.Pre.K.1 Demonstrate understanding of the organization and basic features of print.
Day 18	<i>Students will name and describe actual or pictured objects.</i>	L.Pre.K.5a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
Day 19	<i>Students will show a steady increase in their receptive and expressive vocabulary.</i>	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 20	<i>Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.</i>	L.Pre.K.6. With prompting and support, use word and phrases acquired through conversations, reading and being read to, and responding to texts.

Blueprint Theme 1 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	<i>Students will show interest in listening to a variety of texts.</i>	<i>RL.PreK.10. Actively engage in group reading activities with purpose and understanding.</i>
Day 2	<i>Students will actively listen to others as they read or talk.</i>	<i>SL.PreK.1a. Engage in agreed upon rules for discussions (listening to others, and taking turns speaking about the topics and texts under discussion).</i>
Day 3	<i>Students will actively listen to others as they read and talk.</i>	<i>SL.PreK.1a. Engage in agreed upon rules for discussions (listening to others, and taking turns speaking about the topics and texts under discussion).</i>
Day 4	<i>Students will actively listen to others as they read or talk.</i>	<i>SL.PreK.1a. Engage in agreed upon rules for discussions (listening to others, and taking turns speaking about the topics and texts under discussion).</i>
Day 5	<i>Students will actively listen to others as they read or talk.</i>	<i>SL.PreK.1a. Engage in agreed upon rules for discussions (listening to others, and taking turns speaking about the topics and texts under discussion).</i>
Day 6	<i>Students will demonstrate proper use and care of books.</i>	<i>RI.Pre.K.5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.</i>
Day 7	<i>Students will demonstrate proper use and care of books.</i>	<i>RI.Pre.K.5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.</i>
Day 8	<i>Students will point out basic features of a book.</i>	<i>RI.Pre.K.5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.</i>
Day 9	<i>Students will actively listen to others as they read or talk.</i>	<i>SL.PreK.1a. Engage in agreed upon rules for discussions (listening to others, and taking turns speaking about the topics and texts under discussion).</i>
Day 10	<i>Students will demonstrate an understanding that books are read for enjoyment and information.</i>	<i>RL.Pre.K..5. Students interact with a variety of common types of texts.</i>
Day 11	<i>Students will make personal connections to what is being read aloud and what is being taught.</i>	<i>RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).</i>
Day 12	<i>Students will show a steady increase in receptive and expressive vocabulary.</i>	<i>L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .</i>
Day 13	<i>Students will make personal connections to what is read aloud and what is being taught.</i>	<i>RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).</i>
Day 14	<i>Students will recall basic details in a text.</i>	<i>RL.Pre.K.2. With prompting and support, retell familiar stories.</i>
Day 15	<i>Students will recall basic details in a text.</i>	<i>RL.Pre.K.2. With prompting and support, retell familiar stories.</i>

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Day 16	<i>Students will show understanding of content-specific vocabulary.</i>	<i>RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).</i>
Day 17	<i>Students will demonstrate an understanding that we read for enjoyment and information.</i>	<i>RL.Pre.K..5. Students interact with a variety of common types of texts.</i>
Day 18	<i>Students will name and describe actual or pictured objects.</i>	<i>L.Pre.K.5a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</i>
Day 19	<i>Students will show an understanding of content-specific vocabulary.</i>	<i>RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).</i>
Day 20	<i>Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.</i>	<i>L.Pre.K.6. With prompting and support, use word and phrases acquired through conversations, reading and being read to, and responding to texts.</i>

Blueprint Theme 2 - MTP
Aligned to NY State Standards

	<i>MTP Objective</i>	<i>NY State Standard</i>
Day 1	Students will understand the concept of a word.	F.Pre.K.1c. Understand that words are separated by spaces in print.
Day 2	Students will understand the concept of a letter.	F.Pre.K. 1e.Recognize that letters are grouped to form words.
Day 3	Students will understand that letters form words.	F.Pre.K. 1e.Recognize that letters are grouped to form words.
Day 4	Students will understand that letters form words.	F.Pre.K. 1e.Recognize that letters are grouped to form words.
Day 5	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 6	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 7	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 8	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 9	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
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.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
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.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 12	Students will demonstrate an understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 13	Students will demonstrate an understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 14	Students will demonstrate an understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 15	Students will demonstrate an understanding of frequently used words and their opposites.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 16	Students will demonstrate an understanding of frequently used words and their opposites.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 17	Students will demonstrate an understanding of frequently used words and their opposites.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 18	Students will form regular plural nouns by adding /s/ or /es/.	L.Pre.K.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) (orally) .
Day 19	Students will form regular plural nouns by adding /s/ or /es/.	L.Pre.K.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) (orally) .

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<i>Day 20</i>	Students will understand that writers can express opinions or preferences.	SL.PreK.6 .Demonstrate an emergent ability to express thoughts, feelings and idea.
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Blueprint Theme 2 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will engage and respond appropriately in the turn-taking of conversation.	SL.PreK.1a. Engage in agreed upon rules for discussions (listening to others, and taking turns speaking about the topics and texts under discussion).
Day 2	Students will name and describe actual or pictured objects.	L.Pre.K.5a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
Day 3	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 4	Students will make personal connections to what is being read aloud and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 5	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.Pre.K.5. Students interact with a variety of common types of texts (e.g. storybooks, poems, songs).
Day 6	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 7	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 8	Student will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 9	Students will show understanding of common story elements.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 10	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 11	Students will identify and explain how the title of a book relates to the text.	RL.Pre.K.10. Actively engage in group reading activities with purpose and understanding.
Day 12	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 13	Students will understand and use temporal words (first, next, last).	L.Pre.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-kindergarten reading and content.
Day 14	Students will identify the role of the author and illustrator in a book.	RI.Pre.K.6. With prompting and support, can describe the role of an author and illustrator.
Day 15	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 16	Students will show understanding of common story elements.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 17	Students will retell a familiar story in sequence with picture support or props.	RL.Pre.K.2. With prompting and support, retell familiar stories.

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<i>Day 18</i>	Students will begin to identify and explain how the title of a book relates to the text.	RL.Pre.K.10. Actively engage in group reading activities with purpose and understanding.
<i>Day 19</i>	Students will retell a familiar story in sequence with picture support or props.	RL.Pre.K.2. With prompting and support, retell familiar stories.
<i>Day 20</i>	Students will identify and share favorite books and explain why.	RL.Pre.K..5. Students interact with a variety of common types of texts.

Blueprint Theme 3 - MTP
Aligned to NY State Standards

	<i>MTP Objective</i>	<i>NY State Standard</i>
Day 1	Students will develop increasing familiarity with common letter sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 2	Students will develop increasing familiarity with common letter sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 3	Students will develop increasing familiarity with common letter sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 4	Students will develop increasing familiarity with common letter sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 5	Students will demonstrate their understanding of frequently used words and their opposites.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 6	Students will recognize print that is relevant in their environment.	F.Pre.K. 3b. Recognizes own name and common signs and labels in the environment.
Day 7	Students will recognize that writing is a way of communicating and serves different purposes.	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
Day 8	Students will generate content and topics for writing.	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 9	Students will recognize that writing is a way of communicating and serves different purposes.	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
Day 10	Students will generate content and topics for writing.	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 11	Students will recognize that writing is a way of communicating and serves different purposes.	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
Day 12	Students will generate content and topics for writing.	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 13	Students will understand and use position words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 14	Students will follow words from left to right.	F.Pre.K. 1a. Follow words from left to right, top to bottom, and age by page.
Day 15	Students will express preferences or opinions.	SL.PreK.6 .Demonstrate an emergent ability to express thoughts, feelings and idea.
Day 16	Students will generate content and topics for writing.	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.

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Day 17	Students will use newly-learned vocabulary on multiple occasions and in a variety of contexts.	L.Pre.K.6. With prompting and support, use word and phrases acquired through conversations, reading and being read to, and responding to texts.
Day 18	Students will understand and use sensory words.	L.Pre.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Day 19	Students will use a combination of drawing, dictating and writing to teach information.	W.Pre.K.2 With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Day 20	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.

Blueprint Theme 3 - IRA
 Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will show interest in words and word play.	F.Pre.K.2a- Engage in Language Play.
Day 2	Students will show understanding of common story elements.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 3	Students will show where reading begins on a page.	F.Pre.K. 1a. Follow words from left to right, top to bottom, and age by page.
Day 4	Students will show understanding of common story elements.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 5	Students will demonstrate understanding of frequently used words and their opposites.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 6	Students will recognize relevant print in their environment.	F.Pre.K. 3b. Recognizes own name and common signs and labels in the environment.
Day 7	Students will recognize relevant print in their environment.	F.Pre.K. 3b. Recognizes own name and common signs and labels in the environment.
Day 8	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.Pre.K.5. Students interact with a variety of common types of texts (e.g. storybooks, poems, songs).
Day 9	Students will name and describe actual or pictured objects.	L.Pre.K.5a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
Day 10	Students will recognize that writing is a way of communicating and serves different purposes.	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.
Day 11	Students will recall basic details in a text.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 12	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 13	Students will understand and use position words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 14	Students will show where reading begins on a page.	F.Pre.K. 1a. Follow words from left to right, top to bottom, and age by page.
Day 15	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 16	Students will recall basic details in a text.	
Day 17	Students will show their understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).

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Day 18	Students will show a steady increase in receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 19	Students will make and confirm predictions about what may happen in a story.	W.Pre.K.2 With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some informaion about the topic.
Day 20	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.

Blueprint Theme 4 - MTP
 Aligned to NY State Standards

	<i>MTP Objective</i>	<i>NY State Standard</i>
Day 1	Students will segment and blend syllables.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 2	Students will increase their familiarity with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 3	Students will recognize some simple punctuation.	F.Pre.K.1 Demonstrate understanding of the organization and basic features of print.
Day 4	Students will recognize and produce words that rhyme.	
Day 5	Students will become familiar with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 6	Students will segment and blend syllables.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 7	Students will segment and blend syllables.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 8	Students will match some uppercase and lowercase letters.	F.Pre.K.1d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 9	Students will match some uppercase and lowercase letters.	F.Pre.K.1d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 10	Students will begin to recognize some simple punctuation.	F.Pre.K.1 Demonstrate understanding of the organization and basic features of print.
Day 11	Students will be able to distinguish letters from numbers.	F.Pre.K.1f. Differentiate letters from numerals.
Day 12	Students will be able to distinguish letters from numbers.	F.Pre.K.1f. Differentiate letters from numerals.
Day 13	Students will recognize and orally produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 14	Students will recognize and orally produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 15	Students will begin to recognize some simple punctuation.	F.Pre.K.1 Demonstrate understanding of the organization and basic features of print.
Day 16	Students will identify the beginning letter in some frequently seen words.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 17	Students will form plural nouns by adding /s/ or /es./	L.Pre.K.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) (orally) .
Day 18	Students will show their understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 19	Students will identify the beginning letter in some frequently seen words.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 20	Students will understand the concept of a word.	F.Pre.K.1c. Understand that words are separated by spaces in print.

Blueprint Theme 4 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 2	Students will begin to think about, or infer, what the character feels even when it's not stated.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 3	Students will recall basic details in a text.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 4	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 5	Students will understand and use sensory words.	L.Pre.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Day 6	Students will recount important facts from an informational text.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 7	Students will begin to recognize the main idea of a text.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 8	Students will differentiate between fiction and nonfiction.	RI.Pre.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).
Day 9	Students will see the similarities and differences within a text.	F. Pre.K.2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).
Day 10	Students will understand and use question words.	L.Pre.K. 1d. Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).
Day 11	Students will differentiate between fiction and nonfiction.	RI.Pre.K.5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.
Day 12	Students will begin to retell a familiar story in sequence.	F.Pre.K. 1f. Differentiate letters from numerals.
Day 13	Students will recall details in a text.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 14	Students will distinguish the shades of meaning among common verbs sharing the same general action.	L.Pre.K. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, prance) by acting out the meanings.
Day 15	Students will begin to recognize the main idea of a text.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 16	Students will begin to see similarities and differences within a text and across text.	RL.Pre.K.9. With prompting and support, students will compare and contrast two stories relating to the same topic.
Day 17	Students will think about what the character feels even when it's not stated.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 18	Students will show their understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 19	Students will show their understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).

Blueprint Theme 4 - IRA
Aligned to NY State Standards

Day 20	Students will identify and share their favorite books and explain why.	RL.Pre.K..5. Students interact with a variety of common types of texts.
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Blueprint Theme 5 - MTP
Aligned to NY State Standards

	MTP Objective	NY State Standard
Day 1	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 2	Students will understand that words are separated by spaces in print.	F.Pre.K.1c. Understand that words are separated by spaces in print.
Day 3	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 4	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.Pre.K. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, prance) by acting out the meanings.
Day 5	Students will understand and use sensory words.	L.Pre.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Day 6	Students will be able to recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 7	Students will be able to understand the difference between a question and a statement.	L.Pre.K.1d. Understand and use question words.
Day 8	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 9	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 10	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 11	Students will be able to recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 12	Students will recognize and produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 13	Students will become familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 14	Students will become familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 15	Students will begin to distinguish numbers from letters.	F.Pre.K.1d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 16	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).

Blueprint Theme 5 - MTP
Aligned to NY State Standards

Day 17	Students will increase their familiarity with letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 18	Students will be able to segment and blend syllables.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 19	Students will recognize and produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 20	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.Pre.K. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, prance) by acting out the meanings.

Blueprint Theme 5 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 2	Students will begin to recognize the main idea of the text.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 3	Students will understand that words are separated by spaces in print.	F.Pre.K.1c. Understand that words are separated by spaces in print.
Day 4	Students will begin to understand story structure (beginning, middle, end).	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 5	Students understand and use sensory words.	L.Pre.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Day 6	Students will recall details from a text.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 7	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 8	Students will ask questions to better understand the text.	SL.Pre.K.2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Day 9	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 10	Students will isolate the beginning sound of a word.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 11	Students will recall basic details in a text.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 12	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 13	Students will make personal connections to what is being read aloud and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 14	Students will begin to understand story structure (beginning, middle and end).	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 15	Students will begin to distinguish numbers from letters.	F.Pre.K.1d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 16	Students will begin to make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 17	Students will seek and generate alternative approaches to solving problems.	Domain 3-5b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).
Day 18	Children can think about what the characters feel, even when it isn't stated (inferring).	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.

Blueprint Theme 5 - IRA
Aligned to NY State Standards

Day 19	Students will begin to understand story structure – beginning, middle and end.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 20	Students will begin to identify their favorite books and explain why.	RL.Pre.K..5. Students interact with a variety of common types of texts.

Blueprint Theme 6 - MTP
 Aligned to NY State Standards

	MTP Objective	NY State Standard
Day 1	Students will recognize some high-frequency words.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 2	Students will understand the difference between a question and a statement.	L.PreK.1d.Understand and use question words.
Day 3	Students will understand the difference between a question and a statement.	L.PreK.1d.Understand and use question words.
Day 4	Students will distinguish letters from numbers.	F.Pre.K.1d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 5	Students will identify and produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 6	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 7	Students will recognize and produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 8	Students will become increasing familiarity with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 9	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 10	Students will be able to segment and blend syllables.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 11	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 13	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.Pre.K. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, prance) by acting out the meanings.
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.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 15	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 16	Students will begin to recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).

Blueprint Theme 6 - MTP
Aligned to NY State Standards

Day 17	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.Pre.K. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, prance) by acting out the meanings.
Day 18	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 19	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.Pre.K. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, prance) by acting out the meanings.
Day 20	Students will be able to recognize the initial letter in words.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.

Blueprint Theme 6 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 2	Students will understand and use question words.	L.Pre.K. 1d. Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).
Day 3	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 4	Students will distinguish letters from numbers.	F.Pre.K. 1f. Differentiate letters from numerals.
Day 5	Students will identify and produce words that rhymes.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 6	Students will distinguish shades of meaning among common adjectives sharing the same general characteristic.	L.Pre.K.5. With guidance and support, explore word relationships and nuances in word meanings.
Day 7	Students will recognize and produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 8	Students will show an understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interast in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 9	Students will show an understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interast in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 10	Students will retell a familiar story in sequence with picture support or props.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 12	Students will ask questions to better understand the text.	SL.Pre.K.2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarificaton if something is not understood.
Day 13	Students will show understanding of common story elements.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 14	Students will be able to recall basic details in a text.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 15	Students will be able to recall basic details in a text.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 16	Students will participate in the reading and singing of shared texts with appropriate volume, pronunciation, tone and expression.	RL.Pre.K. 10. Actively engage in group reading activites with purpose and understanding.

Blueprint Theme 6 - IRA
Aligned to NY State Standards

Day 17	Students will make personal connections to what is being read aloud and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 18	Students will understand a common story element, the setting.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 20	Students will identify and share their favorite books and explain why.	RL.Pre.K..5. Students interact with a variety of common types of texts.

Blueprint Theme 7 - MTP
Aligned to NY State Standards

	MTP Objective	NY State Standard
Day 1	Students will begin to recognize some high-frequency words.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 2	Students will begin to recognize some simple punctuation.	F.Pre.K.1 Demonstrate understanding of the organization and basic features of print.
Day 3	Students will begin to recognize simple punctuation.	F.Pre.K.1 Demonstrate understanding of the organization and basic features of print.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 5	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 6	Students will recognize some high-frequency words.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 7	Students will recognize and produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 8	Students will increase their familiarity with letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 9	Students will recognize initial sounds.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 10	Students will show understanding of common story elements (character, setting, and plot).	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 11	Students will recognize some high-frequency words.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 12	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	L.Pre.K.5. With guidance and support, explore word relationships and nuances in word meanings.
Day 13	Students will orally segment and blend onsets and rime.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 14	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	L.Pre.K.5. With guidance and support, explore word relationships and nuances in word meanings.
Day 15	Students will orally segment and blend onsets and rime.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 16	Students will recognize some high-frequency words.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 17	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 18	Students will orally segment and blend onsets and rime.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.

Blueprint Theme 7 - MTP
Aligned to NY State Standards

Day 19	Students will develop increasing familiarity with common letter sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
Day 20	Students will develop increasing familiarity with common letter sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.

Blueprint Theme 7 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will recall important facts from an informational book.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 2	Students will think about what the author inferred, or meant even when it's not stated.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 3	Students will recount important facts from an informational book.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 4	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 5	Students will retell a familiar story in sequence with picture supports or props.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 6	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.Pre.K.5. Students interact with a variety of common types of texts (e.g. storybooks, poems, songs).
Day 7	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 8	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 9	Students will make connections between what happens in a text and what came before (cause and effect).	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 10	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.Pre.K.5. Students interact with a variety of common types of texts (e.g. storybooks, poems, songs).
Day 11	Students will make and confirm predictions about what may happen in the story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 12	Students will show an understanding of basic story elements, including character, plot and setting.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 13	Students will compare and contrast the similarities and differences within a text and across texts.	RL.Pre.K.9. With prompting and support, students will compare and contrast two stories relating to the same topic.
Day 14	Students will compare and contrast the similarities and differences within a text and across texts.	RL.Pre.K.9. With prompting and support, students will compare and contrast two stories relating to the same topic.
Day 15	Students will begin to identify their favorite books.	RL.Pre.K..5. Students interact with a variety of common types of texts.
Day 16	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 17	Students will show a steady increase in receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .

Blueprint Theme 7 - IRA
Aligned to NY State Standards

Day 18	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.Pre.K.5. Students interact with a variety of common types of texts (e.g. storybooks, poems, songs).
Day 19	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 20	Students will show steady increase in receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .

Blueprint Theme 8 - MTP
 Aligned to NY State Standards

MTP Objective		NY State Standard
Day 1	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 2	Students will begin to demonstrate basic knowledge of letters and letter-sound correspondences.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 3	Students will produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 5	Students will determine the meaning of multiple meaning words.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 6	Students will recognize high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 7	Students will orally segment and blend onsets and rimes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 8	Students will become increasingly familiar with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 9	Students will form regular plural nouns by adding /s/ or /es./	L.Pre.K.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) (orally) .
Day 10	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 11	Students will recognize a high-frequency word.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 12	Students will use a combination of drawing, dictating and writing to teach information.	W.Pre.K.3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
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.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 16	Students will recognize a high-frequency word.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 17	Students will distinguish shades of meaning among adjectives sharing the same general characteristics.	L.Pre.K.5. With guidance and support, explore word relationships and nuances in word meanings.

Blueprint Theme 8 - MTP
Aligned to NY State Standards

Day 18	Students will orally segment and blend two phonemes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 19	Students will determine or clarify the meaning of multiple meanings words.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 20	Students will orally segment and blend two phonemes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.

Blueprint Theme 8 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 2	Students will recount important facts from an informational text.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 3	Students will begin to recognize the main idea of the text.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 4	Students will differentiate between fiction and nonfiction texts by distinguishing characteristics.	RI.Pre.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).
Day 5	Students will show a steady increase in receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 6	Students will ask questions to better understand the text.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 7	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading acts.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 8	Students will recount important facts from an informational text.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 9	Students will recognize basic features of informational text.	RI.Pre.K.5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.
Day 10	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 11	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 12	Students will begin to understand story structure.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 13	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 14	Students will express opinions about ideas in a story.	SL.PreK.6 .Demonstrate an emergent ability to express thoughts, feelings and idea.
Day 15	Students will demonstrate an understanding of syllables.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 16	Students will show an understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 17	Students will understand story structure.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.

Blueprint Theme 8 - IRA
Aligned to NY State Standards

Day 18	Students will infer a character's feelings.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 19	Students will recount important facts from an informational text.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 20	Students will begin to identify and share their favorite books and explain why.	RL.Pre.K..5. Students interact with a variety of common types of texts.

Blueprint Theme 9 - MTP
 Aligned to NY State Standards

	MTP Objective	NY State Standard
Day 1	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 2	Students will understand and use sensory words.	L.Pre.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Day 3	Students will understand and use sensory words.	L.Pre.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Day 4	Students will orally segment and blend onsets and rimes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 5	Students will produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 6	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 7	Students will determine or clarify the meaning of multiple meaning words (e.g., duck or bat).	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 8	Students will orally segment and blend two phonemes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 9	Students will orally blend and segment two phonemes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 10	Students will produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 11	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 12	Students will understand shades of meaning among common verbs sharing the same general action (e.g., walk, strut, march, prance).	L.Pre.K. 5.d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, prance) by acting out the meanings.
Day 13	Students will be able to hear and count words in a sentence.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 14	Students will be able to hear and count words in a sentence.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.

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Aligned to NY State Standards

Day 16	Students will be able to recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 17	Students will be able to generate and investigate answers about topics of interest.	SL.Pre.K.3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Day 18	Students will be able to hear and count words in a sentence.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 19	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
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.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .

Blueprint Theme 9 - IRA
Aligned to NY State Standards

	IRA Objective	NY State Standard
Day 1	Students will make personal connections to what is being read and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 2	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interast in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 3	Students will see similarities and differences within a text and across texts.	RL.Pre.K.9. With prompting and support, students will compare and contrast two stories relating to the same topic.
Day 4	Students will think about what the character feels even when it's not stated.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 5	Students will orally segment and blend onsets and rimes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 6	Students will make personal connections to what is being read and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 7	Students will show understanding of common features of informational text.	RI.Pre.K.5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.
Day 8	Students will recount important facts from an informational text.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 9	Students will recount important facts from an informational text.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 10	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 11	Students will be able to explain how the title of the book relates to the text.	RL.Pre.K.10. Actively engage in group reading activites with purpose and understanding.
Day 12	Students will recount important facts from informational texts.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 13	Students will show an understanding of content-specific vocabulary words.	RI.Pre.K. 4. Exhibit curiosity and interast in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 14	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interest in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 15	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.Pre.K.5. Students interact with a variety of common types of texts (e.g. storybooks, poems, songs).
Day 16	Students will be able to explain how the title of the book relates to the text.	RL.Pre.K.10. Actively engage in group reading activites with purpose and understanding.
Day 17	Students will be able to recount important facts from an informational texts.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.

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Aligned to NY State Standards

Day 18	Students will be able to make connections between what happens in a text and what came before (cause and effect).	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 19	Students will be able to recount important facts from informational texts.	RI.Pre.K.2. With prompting and support, retell detail(s) in a text.
Day 20	Students will be able to identify and share their favorite book and explain why.	RL.Pre.K..5. Students interact with a variety of common types of texts.

Blueprint Theme 10 - MTP
 Aligned to NY State Standards

	MTP Objective	NY State Standard
Day 1	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 2	Students will increase their familiarity with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 3	Students will orally segment and blend two phonemes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 4	Students will orally segment and blend two phonemes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 5	Students will hear and count words in a sentence.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 6	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 7	Students will produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 8	Students will determine or clarify the meaning of multiple meaning words.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 9	Students will determines or clarify the meaning of multiple meaning words.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 10	Students will hear and count words in a sentence.	F.Pre.K.1e. Recognize that letters are grouped to form words.
Day 11	Students will recognize some high-frequency words.	L.Pre.K.5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
Day 12	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K.2c. Demonstrate awareness of relationship between sounds and letters.
Day 13	Students will match lowercase and uppercase letters.	F.Pre.K.1d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 14	Students will orally segments and blends two phonemes.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 16	Students will begin to recognize some high-frequency words.	F.Pre.K.1e. Recognize that letters are grouped to form words.

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Day 17	Students will identify and produce rhymes.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 18	Students will develop increasing familiarity with common letter-sound relationships.	F.Pre.K2c. Demonstrate awareness of relationship between sounds and letters.
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.	F.Pre.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters.

Blueprint Theme 10 - IRA
Aligned to NY State Standards

	<i>IRA Objective</i>	<i>NY State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	RL.Pre.K.11. With prompting and support, students makes connections between self, text and the world around them (text, media, social interaction).
Day 2	Students will show their understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interast in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 3	Students will see similarities and differences within a text and across texts (compare and contrast).	RL.Pre.K.9. With prompting and support, students will compare and contrast two stories relating to the same topic.
Day 4	Students will show a steady increase in receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 5	Students will identify and produce rhymes.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 6	Students will make and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 7	Students will identify and produce words that rhyme.	F. Pre.K.2a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
Day 8	Students will identify number words in the story.	F.Pre.K. 1f. Differentiate letters from numerals.
Day 9	Students will makes and confirm predictions about what may happen in a story.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 10	Students will make connections between what happens in a text and what came before (cause and effect).	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 11	Students will make and confirm predictions.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.Pre.K.4a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a verb, and learning the verb to duck) .
Day 13	Students will identify and explain how the title relates to the text.	RL.Pre.K.10. Actively engage in group reading activites with purpose and understanding.
Day 14	Students will notice similarities and differences within and across texts.	RL.Pre.K.9. With prompting and support, students will compare and contrast two stories relating to the same topic.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	F.Pre.K.2d. With support and prompting, isolate and pronounce the initial sounds in words.
Day 16	Students will recall details from a text.	RL.Pre.K.2. With prompting and support, retell familiar stories.
Day 17	Students will recognize words that rhyme.	F. Pre.K.2b. Recognize and match words that rhyme.
Day 18	Students will show understanding of content-specific vocabulary.	RI.Pre.K. 4. Exhibit curiosity and interast in learning new vocabulary (e.g. ask questions about unfamiliar vocabulary.).
Day 19	Students will begin to recognize the main idea.	RL.Pre.K.3. With prompting and support, ask and answer questions about characters and major events in a story.
Day 20	Students will begin to identify their favorite books.	RL.Pre.K..5. Students interact with a variety of common types of texts.