

Blueprint for Early Literacy, Theme 1  
NJ Standards Alignment with MTP

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will recognize that writing is a way of communicating and serves different purposes.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 2	Students will recognize that writing is a way of communicating and serves different purposes.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 3	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 4	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 5	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 6	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 7	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

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Day 8	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 9	Students will distinguish between print and illustrations.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding. W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
Day 10	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 11	Students will recognize that spoken words are represented in written language.	RF.PK.1b Recognize that spoken words can be written and read.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 13	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 14	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 15	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 16	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

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Day 17	Students will distinguish between print and illustrations.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding. W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
Day 18	Students will name and describe actual or pictured objects.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.
Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 20	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

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	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will show interest in listening to a variety of texts.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 2	Students will actively listen to others as they read or talk.	SL.PK.1a Follow-agreed upon rules for discussions during group interactions. SL.PK.1b Continue a conversation through several back and forth exchanges.
Day 3	Students will actively listen to others as they read and talk.	SL.PK.1a Follow-agreed upon rules for discussions during group interactions. SL.PK.1b Continue a conversation through several back and forth exchanges.
Day 4	Students will actively listen to others as they read or talk.	SL.PK.1a Follow-agreed upon rules for discussions during group interactions. SL.PK.1b Continue a conversation through several back and forth exchanges.
Day 5	Students will actively listen to others as they read or talk.	SL.PK.1a Follow-agreed upon rules for discussions during group interactions. SL.PK.1b Continue a conversation through several back and forth exchanges.
Day 6	Students will demonstrate proper use and care of books.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 7	Students will demonstrate proper use and care of books.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 8	Students will point out basic features of a book.	RI.PK.5 Identify the front and back cover of a book.
Day 9	Students will actively listen to others as they read or talk.	SL.PK.1a Follow-agreed upon rules for discussions during group interactions. SL.PK.1b Continue a conversation through several back and forth exchanges.
Day 10	Students will demonstrate an understanding that books are read for enjoyment and information.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 13	Students will make personal connections to what is read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 14	Students will recall basic details in a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 15	Students will recall basic details in a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 16	Students will show understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").

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<i>Day 17</i>	Students will demonstrate an understanding that we read for enjoyment and information.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
<i>Day 18</i>	Students will name and describe actual or pictured objects.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.
<i>Day 19</i>	Students will show an understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
<i>Day 20</i>	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

Blueprint for Early Literacy, Theme 2  
NJ Standards Alignment with MTP

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will understand the concept of a word.	RF.PK.1b Recognize that spoken words can be written and read.
Day 2	Students will understand the concept of a letter.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 3	Students will understand that letters form words.	RF.PK.1b Recognize that spoken words can be written and read.
Day 4	Students will understand that letters form words.	RF.PK.1b Recognize that spoken words can be written and read.
Day 5	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 6	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 7	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 8	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 9	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 10	Students will use a combination of drawing, dictating and writing to compose narratives describing real or imagined experiences or events.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 11	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 12	Students will demonstrate an understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 13	Students will demonstrate an understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 14	Students will demonstrate an understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 15	Students will demonstrate an understanding of frequently used words and their opposites.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 16	Students will demonstrate an understanding of frequently used words and their opposites.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 17	Students will demonstrate an understanding of frequently used words and their opposites.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.

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<i>Day 18</i>	Students will form regular plural nouns by adding /s/ or /es/.	L.PK.1c Form regular plural nouns.
<i>Day 19</i>	Students will form regular plural nouns by adding /s/ or /es/.	L.PK.1c Form regular plural nouns.
<i>Day 20</i>	Students will understand that writers can express opinions or preferences.	SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

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	<i>IRA Objective</i>	<i>Aligned State Standard</i>
<i>Day 1</i>	Students will engage and respond appropriately in the turn-taking of conversation.	SL.PK.1b Continue a conversation through several back and forth exchanges.
<i>Day 2</i>	Students will name and describe actual or pictured objects.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.
<i>Day 3</i>	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
<i>Day 4</i>	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
<i>Day 5</i>	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
<i>Day 6</i>	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
<i>Day 7</i>	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
<i>Day 8</i>	Student will show understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
<i>Day 9</i>	Students will show understanding of common story elements.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
<i>Day 10</i>	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
<i>Day 11</i>	Students will identify and explain how the title of a book relates to the text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
<i>Day 12</i>	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
<i>Day 13</i>	Students will understand and use temporal words (first, next, last).	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
<i>Day 14</i>	Students will identify the role of the author and illustrator in a book.	RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text. RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.



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<i>Day 15</i>	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
<i>Day 16</i>	Students will show understanding of common story elements.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
<i>Day 17</i>	Students will retell a familiar story in sequence with picture support or props.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
<i>Day 18</i>	Students will begin to identify and explain how the title of a book relates to the text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
<i>Day 19</i>	Students will retell a familiar story in sequence with picture support or props.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
<i>Day 20</i>	Students will identify and share favorite books and explain why.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 3  
NJ Standards Alignment with MTP

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will develop increasing familiarity with common letter sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 2	Students will develop increasing familiarity with common letter sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 3	Students will develop increasing familiarity with common letter sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 4	Students will develop increasing familiarity with common letter sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 5	Students will demonstrate their understanding of frequently used words and their opposites.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 6	Students will recognize print that is relevant in their environment.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 7	Students will recognize that writing is a way of communicating and serves different purposes.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 8	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 9	Students will recognize that writing is a way of communicating and serves different purposes.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

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Day 10	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 11	Students will recognize that writing is a way of communicating and serves different purposes.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 12	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 13	Students will understand and use position words.	SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 14	Students will follow words from left to right.	RF.PK.1a Follow words from left to right, top to bottom, page by page.
Day 15	Students will express preferences or opinions.	SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 16	Students will generate content and topics for writing.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 17	Students will use newly-learned vocabulary on multiple occasions and in a variety of contexts.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 18	Students will understand and use sensory words.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 19	Students will use a combination of drawing, dictating and writing to teach information.	W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 20	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.

Blueprint for Early Literacy, Theme 3  
NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will show interest in words and word play.	L.PK.5a Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). L.PK.5b Begin to understand opposites of simple and familiar words. L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 2	Students will show understanding of common story elements.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
Day 3	Students will show where reading begins on a page.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 4	Students will show understanding of common story elements.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
Day 5	Students will demonstrate understanding of frequently used words and their opposites.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 6	Students will recognize relevant print in their environment.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 7	Students will recognize relevant print in their environment.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 8	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 9	Students will name and describe actual or pictured objects.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.
Day 10	Students will recognize that writing is a way of communicating and serves different purposes.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 11	Students will recall basic details in a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.

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Day 12	Students will show understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 13	Students will understand and use position words.	SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 14	Students will show where reading begins on a page.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 15	Students will show understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 16	Students will recall basic details in a text.	<i>RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.</i>
Day 17	Students will show their understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 18	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 19	Students will make and confirm predictions about what may happen in a story.	W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 20	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.

Blueprint for Early Literacy, Theme 4  
NJ Standards Alignment with MTP

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will segment and blend syllables.	RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.
Day 2	Students will increase their familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 3	Students will recognize some simple punctuation.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RI.PK.1 With prompting and support, recall important facts from a familiar text.
Day 4	Students will recognize and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 5	Students will become familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 6	Students will segment and blend syllables.	RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.
Day 7	Students will segment and blend syllables.	RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.
Day 8	Students will match some uppercase and lowercase letters.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 9	Students will match some uppercase and lowercase letters.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 10	Students will begin to recognize some simple punctuation.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RI.PK.1 With prompting and support, recall important facts from a familiar text.
Day 11	Students will be able to distinguish letters from numbers.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 12	Students will be able to distinguish letters from numbers.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 13	Students will recognize and orally produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 14	Students will recognize and orally produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 15	Students will begin to recognize some simple punctuation.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RI.PK.1 With prompting and support, recall important facts from a familiar text.
Day 16	Students will identify the beginning letter in some frequently seen words.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 17	Students will form plural nouns by adding /s/ or /es./	L.PK.1c Form regular plural nouns.
Day 18	Students will show their understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").

Blueprint for Early Literacy, Theme 4  
NJ Standards Alignment with MTP

Day 19	Students will identify the beginning letter in some frequently seen words.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 20	Students will understand the concept of a word.	RF.PK.1b Recognize that spoken words can be written and read.

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NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 2	Students will begin to think about, or infer, what the character feels even when it's not stated.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 3	Students will recall basic details in a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 4	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 5	Students will understand and use sensory words.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 6	Students will recount important facts from an informational text.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 7	Students will begin to recognize the main idea of a text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 8	Students will differentiate between fiction and nonfiction.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RI.PK.1 With prompting and support, recall important facts from a familiar text.
Day 9	Students will see the similarities and differences within a text.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
Day 10	Students will understand and use question words.	L.PK.1d Understand and use question words (e.g., who, what, where, when, why, how)
Day 11	Students will differentiate between fiction and nonfiction.	RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 12	Students will begin to retell a familiar story in sequence.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 13	Students will recall details in a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.



Blueprint for Early Literacy, Theme 4  
NJ Standards Alignment with IRA

Day 14	Students will distinguish the shades of meaning among common verbs sharing the same general action.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 15	Students will begin to recognize the main idea of a text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 16	Students will begin to see similarities and differences within a text and across text.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 17	Students will think about what the character feels even when it's not stated.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 18	Students will show their understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 19	Students will show their understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 20	Students will identify and share their favorite books and explain why.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 4  
NJ Standards Alignment with IRA

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Blueprint for Early Literacy, Theme 5  
NJ Standards Alignment with MTP

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 2	Students will understand that words are separated by spaces in print.	RF.PK.1c Recognize that words are separated by spaces.
Day 3	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 4	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 5	Students will understand and use sensory words.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 6	Students will be able to recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 7	Students will be able to understand the difference between a question and a statement.	L.PK.1d Understand and use question words (e.g., who, what, where, when, why, how)
Day 8	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 9	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 10	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.

Blueprint for Early Literacy, Theme 5  
NJ Standards Alignment with MTP

Day 11	Students will be able to recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 12	Students will recognize and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 13	Students will become familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 14	Students will become familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 15	Students will begin to distinguish numbers from letters.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 16	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 17	Students will increase their familiarity with letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 18	Students will be able to segment and blend syllables.	RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.
Day 19	Students will recognize and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 20	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

Blueprint for Early Literacy, Theme 5  
NJ Standards Alignment with MTP

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Blueprint for Early Literacy, Theme 5  
NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 2	Students will begin to recognize the main idea of the text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 3	Students will understand that words are separated by spaces in print.	RF.PK.1c Recognize that words are separated by spaces.
Day 4	Students will begin to understand story structure (beginning, middle, end).	RL.PK.2 With prompting and support, recall important facts from a familiar text.
Day 5	Students understand and use sensory words.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 6	Students will recall details from a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 7	Students will show understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 8	Students will ask questions to better understand the text.	RL.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text. SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.
Day 9	Students will show understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 10	Students will isolate the beginning sound of a word.	RF.PK.2c Identify many initial sounds of familiar words.
Day 11	Students will recall basic details in a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 12	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 13	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 5  
NJ Standards Alignment with IRA

Day 14	Students will begin to understand story structure (beginning, middle and end).	RL.PK.2 With prompting and support, recall important facts from a familiar text.
Day 15	Students will begin to distinguish numbers from letters.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 16	Students will begin to make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 17	Students will seek and generate alternative approaches to solving problems.	SL.PK.1a Follow-agreed upon rules for discussions during group interactions. SL.PK.1b Continue a conversation through several back and forth exchanges.
Day 18	Children can think about what the characters feel, even when it isn't stated (inferring).	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 19	Students will begin to understand story structure – beginning, middle and end.	RL.PK.2 With prompting and support, recall important facts from a familiar text.
Day 20	Students will begin to identify their favorite books and explain why.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 6  
NJ Standards Alignment with MTP

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 2	Students will understand the difference between a question and a statement.	L.PK.1d Understand and use question words (e.g., who, what, where, when, why, how)
Day 3	Students will understand the difference between a question and a statement.	L.PK.1d Understand and use question words (e.g., who, what, where, when, why, how)
Day 4	Students will distinguish letters from numbers.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 5	Students will identify and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 6	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 7	Students will recognize and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 8	Students will become increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 9	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 10	Students will be able to segment and blend syllables.	RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.
Day 11	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 13	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
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.PK.6 Use words and phrases acquired through conversations, activities and read alouds.



Blueprint for Early Literacy, Theme 6  
NJ Standards Alignment with MTP

Day 15	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 16	Students will begin to recognize some high-frequency words.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 17	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 18	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 19	Students will distinguish shades of meaning among common verbs sharing the same general action.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 20	Students will be able to recognize the initial letter in words.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.

Blueprint for Early Literacy, Theme 6  
NJ Standards Alignment with MTP

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Blueprint for Early Literacy, Theme 6  
NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 2	Students will understand and use question words.	L.PK.1d Understand and use question words (e.g., who, what, where, when, why, how).
Day 3	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 4	Students will distinguish letters from numbers.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 5	Students will identify and produce words that rhymes.	RF.PK.2a Recognize and produce simple rhyming words.
Day 6	Students will distinguish shades of meaning among common adjectives sharing the same general characteristic.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 7	Students will recognize and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 8	Students will show an understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 9	Students will show an understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 10	Students will retell a familiar story in sequence with picture support or props.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 12	Students will ask questions to better understand the text.	RL.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text. SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.
Day 13	Students will show understanding of common story elements.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
Day 14	Students will be able to recall basic details in a text.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 15	Students will be able to recall basic details in a text.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

Blueprint for Early Literacy, Theme 6  
NJ Standards Alignment with IRA

Day 16	Students will participate in the reading and singing of shared texts with appropriate volume, pronunciation, tone and expression.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 17	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 18	Students will understand a common story element, the setting.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 20	Students will identify and share their favorite books and explain why.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 6  
NJ Standards Alignment with IRA

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Blueprint for Early Literacy, Theme 7  
NJ Standards Alignment with MTP

	MTP Objective	Aligned State Standard
Day 1	Students will begin to recognize some high-frequency words.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 2	Students will begin to recognize some simple punctuation.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RI.PK.1 With prompting and support, recall important facts from a familiar text.
Day 3	Students will begin to recognize simple punctuation.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RI.PK.1 With prompting and support, recall important facts from a familiar text.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 5	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 6	Students will recognize some high-frequency words.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 7	Students will recognize and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 8	Students will increase their familiarity with letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 9	Students will recognize initial sounds.	RF.PK.2c Identify many initial sounds of familiar words.
Day 10	Students will show understanding of common story elements (character, setting, and plot).	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
Day 11	Students will recognize some high-frequency words.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 12	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 13	Students will orally segment and blend onsets and rime.	RF.PK.2c Identify many initial sounds of familiar words.
Day 14	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 15	Students will orally segment and blend onsets and rime.	RF.PK.2c Identify many initial sounds of familiar words.

Blueprint for Early Literacy, Theme 7  
NJ Standards Alignment with MTP

Day 16	Students will recognize some high-frequency words.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 17	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 18	Students will orally segment and blend onsets and rime.	RF.PK.2c Identify many initial sounds of familiar words.
Day 19	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 20	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.

Blueprint for Early Literacy, Theme 7  
NJ Standards Alignment with MTP

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Blueprint for Early Literacy, Theme 7  
NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will recall important facts from an informational book.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 2	Students will think about what the author inferred, or meant even when it's not stated.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 3	Students will recount important facts from an informational book.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 4	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 5	Students will retell a familiar story in sequence with picture supports or props.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 6	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 7	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 8	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 9	Students will make connections between what happens in a text and what came before (cause and effect).	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 10	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 11	Students will make and confirm predictions about what may happen in the story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 12	Students will show an understanding of basic story elements, including character, plot and setting.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
Day 13	Students will compare and contrast the similarities and differences within a text and across texts.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 14	Students will compare and contrast the similarities and differences within a text and across texts.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 15	Students will begin to identify their favorite books.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 7  
NJ Standards Alignment with IRA

Day 16	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 17	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 18	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 19	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 20	Students will show steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

Blueprint for Early Literacy, Theme 8  
NJ Standards Alignment with MTP

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 2	Students will begin to demonstrate basic knowledge of letters and letter-sound correspondences.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 3	Students will produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 5	Students will determine the meaning of multiple meaning words.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 6	Students will recognize high-frequency words.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 7	Students will orally segment and blend onsets and rimes.	RF.PK.2c Identify many initial sounds of familiar words.
Day 8	Students will become increasingly familiar with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 9	Students will form regular plural nouns by adding /s/ or /es./	L.PK.1c Form regular plural nouns.
Day 10	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 11	Students will recognize a high-frequency word.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

Blueprint for Early Literacy, Theme 8  
NJ Standards Alignment with MTP

Day 12	Students will use a combination of drawing, dictating and writing to teach information.	W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.
Day 13	Students will demonstrate an understanding of syllables.	RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.
Day 14	Students will demonstrate an understanding of syllables.	RF.PK.2b Segment syllables in spoken words by clapping out the number of syllables.
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 16	Students will recognize a high-frequency word.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 17	Students will distinguish shades of meaning among adjectives sharing the same general characteristics.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 18	Students will orally segment and blend two phonemes.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 19	Students will determine or clarify the meaning of multiple meanings words.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 20	Students will orally segment and blend two phonemes.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.

Blueprint for Early Literacy, Theme 8  
NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 2	Students will recount important facts from an informational text.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 3	Students will begin to recognize the main idea of the text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 4	Students will differentiate between fiction and nonfiction texts by distinguishing characteristics.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RI.PK.1 With prompting and support, recall important facts from a familiar text.
Day 5	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 6	Students will ask questions to better understand the text.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 7	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading acts.	RF.PK.2c Identify many initial sounds of familiar words.
Day 8	Students will recount important facts from an informational text.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 9	Students will recognize basic features of informational text.	RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text
Day 10	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 11	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 12	Students will begin to understand story structure.	RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.
Day 13	Students will show understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").

Blueprint for Early Literacy, Theme 8  
NJ Standards Alignment with IRA

Day 14	Students will express opinions about ideas in a story.	SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 15	Students will demonstrate an understanding of syllables.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 16	Students will show an understanding of content-specific vocabulary.	L.PK.5c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.>").
Day 17	Students will understand story structure.	RL.PK.2 With prompting and support, recall important facts from a familiar text.
Day 18	Students will infer a character's feelings.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 19	Students will recount important facts from an informational text.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 20	Students will begin to identify and share their favorite books and explain why.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 9  
NJ Standards Alignment with MTP

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 2	Students will understand and use sensory words.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 3	Students will understand and use sensory words.	SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 4	Students will orally segment and blend onsets and rimes.	RF.PK.2c Identify many initial sounds of familiar words.
Day 5	Students will produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 6	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 7	Students will determine or clarify the meaning of multiple meaning words (e.g., duck or bat).	L.PK.5.c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet."). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 8	Students will orally segment and blend two phonemes.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 9	Students will orally blend and segment two phonemes.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 10	Students will produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.

Blueprint for Early Literacy, Theme 9  
NJ Standards Alignment with MTP

Day 11	Students will recognize some high-frequency words.	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 12	Students will understand shades of meaning among common verbs sharing the same general action (e.g., walk, strut, march, prance).	L.PK.4a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 13	Students will be able to hear and count words in a sentence.	RF.PK.1c Recognize that words are separated by spaces.
Day 14	Students will be able to hear and count words in a sentence.	RF.PK.1c Recognize that words are separated by spaces.
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 16	Students will be able to recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 17	Students will be able to generate and investigate answers about topics of interest.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
Day 18	Students will be able to hear and count words in a sentence.	RF.PK.1c Recognize that words are separated by spaces.
Day 19	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent 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.PK.6 Use words and phrases acquired through conversations, activities and read alouds.



Blueprint for Early Literacy, Theme 9  
NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 2	Students will show understanding of content-specific vocabulary.	L.PK.5.c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 3	Students will see similarities and differences within a text and across texts.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 4	Students will think about what the character feels even when it's not stated.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 5	Students will orally segment and blend onsets and rimes.	RF.PK.2c Identify many initial sounds of familiar words.
Day 6	Students will make personal connections to what is being read and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 7	Students will show understanding of common features of informational text.	RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text
Day 8	Students will recount important facts from an informational text.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 9	Students will recount important facts from an informational text.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 10	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 11	Students will be able to explain how the title of the book relates to the text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 12	Students will recount important facts from informational texts.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 13	Students will show an understanding of content-specific vocabulary words.	L.PK.5.c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 14	Students will show understanding of content-specific vocabulary.	L.PK.5.c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").

Blueprint for Early Literacy, Theme 9  
NJ Standards Alignment with IRA

Day 15	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.
Day 16	Students will be able to explain how the title of the book relates to the text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 17	Students will be able to recount important facts from an informational texts.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 18	Students will be able to make connections between what happens in a text and what came before (cause and effect).	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 19	Students will be able to recount important facts from informational texts.	RI.PK.2 With prompting and support, recall important facts from a familiar text. RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.
Day 20	Students will be able to identify and share their favorite book and explain why.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.

Blueprint for Early Literacy, Theme 10  
NJ Standards Alignment with MTP

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	L.PK.5.c Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 2	Students will increase their familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 3	Students will orally segment and blend two phonemes.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 4	Students will orally segment and blend two phonemes.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 5	Students will hear and count words in a sentence.	RF.PK.1c Recognize that words are separated by spaces.
Day 6	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 7	Students will produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 8	Students will determine or clarify the meaning of multiple meaning words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 9	Students will determines or clarify the meaning of multiple meaning words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.
Day 10	Students will hear and count words in a sentence.	RF.PK.1c Recognize that words are separated by spaces.
Day 11	Students will recognize some high-frequency words.	L.PK.5b Begin to understand opposites of simple and familiar words. SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail. SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

Blueprint for Early Literacy, Theme 10  
NJ Standards Alignment with MTP

Day 12	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 13	Students will match lower-case and upper-case letters.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 14	Students will orally segments and blends two phonemes.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	RF.PK.2c Identify many initial sounds of familiar words.
Day 16	Students will begin to recognize some high-frequency words.	RF.PK.3c Recognize their name in print as well as other familiar print in the environment.
Day 17	Students will identify and produce rhymes.	RF.PK.2a Recognize and produce simple rhyming words.
Day 18	Students will develop increasing familiarity with common letter-sound relationships.	RF.PK.3a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
Day 19	Students will experiment with using more complex grammar and parts of speech, exposing them to adverbs (e.g., gently).	RF.PK.2c Identify many initial sounds of familiar words.
Day 20	Students will understand that writers can express opinions or preference.	W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

Blueprint for Early Literacy, Theme 10  
NJ Standards Alignment with IRA

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 2	Students will show their understanding of content-specific vocabulary.	L.PK.5.c Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").
Day 3	Students will see similarities and differences within a text and across texts (compare and contrast).	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 4	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 5	Students will identify and produce rhymes.	RF.PK.2a Recognize and produce simple rhyming words.
Day 6	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 7	Students will identify and produce words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.
Day 8	Students will identify number words in the story.	RF.PK.1d Recognize and name many upper and lower case letters of the alphabet.
Day 9	Students will make and confirm predictions about what may happen in a story.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 10	Students will make connections between what happens in a text and what came before (cause and effect).	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 11	Students will make and confirm predictions.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.
Day 13	Students will identify and explain how the title relates to the text.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 14	Students will notice similarities and differences within and across texts.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	RF.PK.2c Identify many initial sounds of familiar words.
Day 16	Students will recall details from a text.	RL.PK.2 With prompting and support, recall important facts from a familiar text. RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.
Day 17	Students will recognize words that rhyme.	RF.PK.2a Recognize and produce simple rhyming words.

Blueprint for Early Literacy, Theme 10  
NJ Standards Alignment with IRA

Day 18	Students will show understanding of content-specific vocabulary.	L.PK.5.c Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).
Day 19	Students will begin to recognize the main idea.	RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem. RL.PK.2 With prompting and support, retell familiar stories or poems. RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.
Day 20	Students will begin to identify their favorite books.	RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.