

*Blueprint for Early Literacy, Theme 1
IL Standards Alignment with MTP*

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
<i>Day 1</i>	Students will recognize that writing is a way of commu	5.A.ECb- Use scribbles, letterlike forms, or letters/words to represent written language.
<i>Day 2</i>	Students will recognize that writing is a way of communicating and serves different purposes.	5.A.ECb- Use scribbles, letterlike forms, or letters/words to represent written language.
<i>Day 3</i>	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dication, or writing.
<i>Day 4</i>	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dication, or writing.
<i>Day 5</i>	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dication, or writing.
<i>Day 6</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	5.B.ECc- With teacher assistance, use a combination of drawing, cdicating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 7</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	5.B.ECc- With teacher assistance, use a combination of drawing, cdicating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 8</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	5.B.ECc- With teacher assistance, use a combination of drawing, cdicating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 9</i>	Students will distinguish between print and illustrations.	4.A.Eca- Recognize the differences between print and pictures.
<i>Day 10</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	5.B.ECc- With teacher assistance, use a combination of drawing, cdicating, or writing to narrate a single event and provide a reaction to what happened.

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Day 11	Students will recognize that spoken words are represented in written language.	4.A.ECc- Recognize the one-to-one relationship between spoken and written words.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 13	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dication, or writing.
Day 14	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dication, or writing.
Day 15	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dication, or writing.
Day 16	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 17	Students will distinguish between print and illustrations.	4.A.Eca- Recognize the differences between print and pictures.
Day 18	Students will name and describe actual or pictured objects.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 20	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	1.E.ECc- With teacher assistance, use new words acquired through conversations and book-sharing experiences.

*Blueprint for Early Literacy, Theme 1
IL Standards Alignment with IRA*

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
<i>Day 1</i>	Students will show interest in listening to a variety of texts.	2.A.ECa- Engage in book-sharing experiences with purpose and understanding.
<i>Day 2</i>	Students will actively listen to others as they read or talk.	1.B.ECb- With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.
<i>Day 3</i>	Students will actively listen to others as they read and talk.	1.B.ECb- With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.
<i>Day 4</i>	Students will actively listen to others as they read or talk.	1.B.ECb- With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.
<i>Day 5</i>	Students will actively listen to others as they read or talk.	1.B.ECb- With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.
<i>Day 6</i>	Students will demonstrate proper use and care of books.	2.C.ECb- Identify the front and back covers of books and display the correct orientation of books and page-turning skills.
<i>Day 7</i>	Students will demonstrate proper use and care of books.	2.C.ECb- Identify the front and back covers of books and display the correct orientation of books and page-turning skills.
<i>Day 8</i>	Students will point out basic features of a book.	2.C.ECb- Identify the front and back covers of books and display the correct orientation of books and page-turning skills.
<i>Day 9</i>	Students will actively listen to others as they read or talk.	1.B.ECb- With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.
<i>Day 10</i>	Students will demonstrate an understanding that books are read for enjoyment and information.	2.A.ECa- Engage in book-sharing experiences with purpose and understanding.
<i>Day 11</i>	Students will make personal connections to what is being read aloud and what is being taught.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
<i>Day 12</i>	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 13</i>	Students will make personal connections to what is read aloud and what is being taught.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
<i>Day 14</i>	Students will recall basic details in a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
<i>Day 15</i>	Students will recall basic details in a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.

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IL Standards Alignment with IRA

<i>Day 16</i>	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 17</i>	Students will demonstrate an understanding that we read for enjoyment and information.	2.A.ECa- Engage in book-sharing experiences with purpose and understanding.
<i>Day 18</i>	Students will name and describe actual or pictured objects.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 19</i>	Students will show an understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 20</i>	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	1.E.ECc- With teacher assistance, use new words acquired through conversations and book-sharing experiences.

*Blueprint for Early Literacy, Theme 2
IL Standards Alignment with MTP*

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
<i>Day 1</i>	Students will understand the concept of a word.	4.A.ECe- Recognize that letters are grouped to form words.
<i>Day 2</i>	Students will understand the concept of a letter.	4.A.Eca- Recognize the differences between print and pictures.
<i>Day 3</i>	Students will understand that letters form words.	4.A.ECe- Recognize that letters are grouped to form words.
<i>Day 4</i>	Students will understand that letters form words.	4.A.ECe- Recognize that letters are grouped to form words.
<i>Day 5</i>	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
<i>Day 6</i>	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
<i>Day 7</i>	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
<i>Day 8</i>	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
<i>Day 9</i>	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
<i>Day 10</i>	Students will use a combination of drawing, dictating and writing to compose narratives describing real or imagined experiences or events.	5.B.ECc- With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 11</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	5.B.ECc- With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Day 12</i>	Students will demonstrate an understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 13</i>	Students will demonstrate an understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 14</i>	Students will demonstrate an understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 15</i>	Students will demonstrate an understanding of frequently used words and their opposites.	4.D.ECa- Recognize own name and common signs and labels in the environment.
<i>Day 16</i>	Students will demonstrate an understanding of frequently used words and their opposites.	4.D.ECa- Recognize own name and common signs and labels in the environment.
<i>Day 17</i>	Students will demonstrate an understanding of frequently used words and their opposites.	4.D.ECa- Recognize own name and common signs and labels in the environment.
<i>Day 18</i>	Students will form regular plural nouns by adding /s/ or /es/.	1.E.ECa- With teacher assistance, begin to use increasingly complex sentences.
<i>Day 19</i>	Students will form regular plural nouns by adding /s/ or /es/.	1.E.ECa- With teacher assistance, begin to use increasingly complex sentences.

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

<i>Day 20</i>	Students will understand that writers can express opinions or preferences.	1.A.ECc- Provide comments relevant to the context.
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Blueprint for Early Literacy, Theme 2
IL Standards Alignment with IRA

	<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.	1.B.ECd- Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).
<i>Day 2</i>	Students will name and describe actual or pictured objects.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 3</i>	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
<i>Day 4</i>	Students will make personal connections to what is being read aloud and what is being taught.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
<i>Day 5</i>	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	2.C.ECa- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
<i>Day 6</i>	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
<i>Day 7</i>	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
<i>Day 8</i>	Student will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 9</i>	Students will show understanding of common story elements.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
<i>Day 10</i>	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
<i>Day 11</i>	Students will identify and explain how the title of a book relates to the text.	1.B.ECa- Use language for a variety of purposes.
<i>Day 12</i>	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
<i>Day 13</i>	Students will understand and use temporal words (first, next, last).	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
<i>Day 14</i>	Students will identify the role of the author and illustrator in a book.	2.C.ECc- With teacher assistance, describe the role of an author and illustrator.
<i>Day 15</i>	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
<i>Day 16</i>	Students will show understanding of common story elements.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
<i>Day 17</i>	Students will retell a familiar story in sequence with picture support or props.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
<i>Day 18</i>	Students will begin to identify and explain how the title of a book relates to the text.	1.B.ECa- Use language for a variety of purposes.

Blueprint for Early Literacy, Theme 2
IL Standards Alignment with IRA

<i>Day 19</i>	Students will retell a familiar story in sequence with picture support or props.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
<i>Day 20</i>	Students will identify and share favorite books and explain why.	1.B.ECa- Use language for a variety of purposes.

*Blueprint for Early Literacy, Theme 3
IL 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.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 2	Students will develop increasing familiarity with common letter sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 3	Students will develop increasing familiarity with common letter sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 4	Students will develop increasing familiarity with common letter sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 5	Students will demonstrate their understanding of frequently used words and their opposites.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 6	Students will recognize print that is relevant in their environment.	4.D.ECa- Recognize own name and common signs and labels in the environment.
Day 7	Students will recognize that writing is a way of communicating and serves different purposes.	5.A.ECb- Use scribbles, letterlike forms, or letters/words to represent written language.
Day 8	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.
Day 9	Students will recognize that writing is a way of communicating and serves different purposes.	5.A.ECb- Use scribbles, letterlike forms, or letters/words to represent written language.
Day 10	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.
Day 11	Students will recognize that writing is a way of communicating and serves different purposes.	5.A.ECb- Use scribbles, letterlike forms, or letters/words to represent written language.
Day 12	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.
Day 13	Students will understand and use position words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 14	Students will follow words from left to right.	4.A.ECb- Begin to follow words from left to right, top to bottom, and page by page.
Day 15	Students will express preferences or opinions.	1.A.ECc- Provide comments relevant to the context.
Day 16	Students will generate content and topics for writing.	5.B.ECa- With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic. 5.C.Ecb- With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.

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

Day 17	Students will use newly-learned vocabulary on multiple occasions and in a variety of contexts.	1.E.ECc- With teacher assistance, use new words acquired through conversations and book-sharing experiences.
Day 18	Students will understand and use sensory words.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.
Day 19	Students will use a combination of drawing, dictating and writing to teach information.	5.B.ECb- With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Day 20	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.

*Blueprint for Early Literacy, Theme 3
IL Standards Alignment with IRA*

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will show interest in words and word play.	1.B.ECa- Use language for a variety of purposes.
Day 2	Students will show understanding of common story elements.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 3	Students will show where reading begins on a page.	4.A.ECb- Begin to follow words from left to right, top to bottom, and page by page.
Day 4	Students will show understanding of common story elements.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 5	Students will demonstrate understanding of frequently used words and their opposites.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 6	Students will recognize relevant print in their environment.	4.D.ECa- Recognize own name and common signs and labels in the environment.
Day 7	Students will recognize relevant print in their environment.	4.D.ECa- Recognize own name and common signs and labels in the environment.
Day 8	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	2.C.ECa- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
Day 9	Students will name and describe actual or pictured objects.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 10	Students will recognize that writing is a way of communicating and serves different purposes.	5.A.ECb- Use scribbles, letterlike forms, or letters/words to represent written language.
Day 11	Students will recall basic details in a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 12	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 13	Students will understand and use position words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 14	Students will show where reading begins on a page.	4.A.ECb- Begin to follow words from left to right, top to bottom, and page by page.
Day 15	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 16	Students will recall basic details in a text.	1.B.ECa- Use language for a variety of purposes.
Day 17	Students will show their understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 18	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

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

Day 19	Students will make and confirm predictions about what may happen in a story.	5.B.ECb- With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Day 20	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.

*Blueprint for Early Literacy, Theme 4
IL Standards Alignment with MTP*

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will segment and blend syllables.	4.C.ECc- Demonstrate ability to segment and blend syllables in words (e.g., " trac/tor, tractor")
Day 2	Students will increase their familiarity with common letter- sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 3	Students will recognize some simple punctuation.	1.B.ECa- Use language for a variety of purposes.
Day 4	Students will recognize and produce words that rhyme.	1.B.ECa- Use language for a variety of purposes.
Day 5	Students will become familiar with common letter- sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 6	Students will segment and blend syllables.	4.C.ECc- Demonstrate ability to segment and blend syllables in words (e.g., " trac/tor, tractor")
Day 7	Students will segment and blend syllables.	4.C.ECc- Demonstrate ability to segment and blend syllables in words (e.g., " trac/tor, tractor")
Day 8	Students will match some uppercase and lowercase letters.	4.B.ECc- With teacher assistance, match some upper/lowercase letters of the alphabet.
Day 9	Students will match some uppercase and lowercase letters.	4.B.ECc- With teacher assistance, match some upper/lowercase letters of the alphabet.
Day 10	Students will begin to recognize some simple punctuation.	1.B.ECa- Use language for a variety of purposes.
Day 11	Students will be able to distinguish letters from numbers.	4.A.ECf- Differentiate letters from numerals.
Day 12	Students will be able to distinguish letters from numbers.	4.A.ECf- Differentiate letters from numerals.
Day 13	Students will recognize and orally produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 14	Students will recognize and orally produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 15	Students will begin to recognize some simple punctuation.	1.B.ECa- Use language for a variety of purposes.
Day 16	Students will identify the beginning letter in some frequently seen words.	4.B.ECb- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 17	Students will form plural nouns by adding /s/ or /es./	1.E.ECa- With teacher assistance, begin to use increasingly complex sentences.
Day 18	Students will show their understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

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

Day 19	Students will identify the beginning letter in some frequently seen words.	4.B.ECb- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
Day 20	Students will understand the concept of a word.	4.A.ECe- Recognize that letters are grouped to form words.

*Blueprint for Early Literacy, Theme 5
IL 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.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 2	Students will begin to think about, or infer, what the character feels even when it's not stated.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 3	Students will recall basic details in a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 4	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 5	Students will understand and use sensory words.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.
Day 6	Students will recount important facts from an informational text.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 7	Students will begin to recognize the main idea of a text.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 8	Students will differentiate between fiction and nonfiction.	2.A.ECa- Engage in book-sharing experiences with purpose and understanding.
Day 9	Students will see the similarities and differences within a text.	1.B.ECa- Use language for a variety of purposes.
Day 10	Students will understand and use question words.	1.D.ECc- Understand and use question words in speaking.
Day 11	Students will differentiate between fiction and nonfiction.	3.A.ECa- With teacher assistance, ask and answer questions about details in a nonfiction book.
Day 12	Students will begin to retell a familiar story in sequence.	4.A.ECf- Differentiate letters from numerals.
Day 13	Students will recall details in a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 14	Students will distinguish the shades of meaning among common verbs sharing the same general action.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 15	Students will begin to recognize the main idea of a text.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 16	Students will begin to see similarities and differences within a text and across text.	2.D.ECb- With teacher assistance, compare and contrast two stories relating to the same topic.
Day 17	Students will think about what the character feels even when it's not stated.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 18	Students will show their understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

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

Day 19	Students will show their understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 20	Students will identify and share their favorite books and explain why.	1.B.ECa- Use language for a variety of purposes.

*Blueprint for Early Literacy, Theme 5
IL Standards Alignment with MTP*

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 2	Students will understand that words are separated by spaces in print.	4.A.ECd- Understand that words are separated by spaces in print.
Day 3	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 4	Students will distinguish shades of meaning among common verbs sharing the same general action.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 5	Students will understand and use sensory words.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.
Day 6	Students will be able to recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 7	Students will be able to understand the difference between a question and a statement.	1.A.ECb- Respond appropriately to questions from others.
Day 8	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 9	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 10	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 11	Students will be able to recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 12	Students will recognize and produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 13	Students will become familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 14	Students will become familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 15	Students will begin to distinguish numbers from letters.	4.B.ECa- With teacher assistance, recite the alphabet.
Day 16	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

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

Day 17	Students will increase their familiarity with letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 18	Students will be able to segment and blend syllables.	4.C.ECc- Demonstrate ability to segment and blend syllables in words (e.g., " trac/tor, tractor").
Day 19	Students will recognize and produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 20	Students will distinguish shades of meaning among common verbs sharing the same general action.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).

*Blueprint for Early Literacy, Theme 5
IL 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.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 2	Students will begin to recognize the main idea of the text.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 3	Students will understand that words are separated by spaces in print.	4.A.ECd- Understand that words are separated by spaces in print.
Day 4	Students will begin to understand story structure (beginning, middle, end).	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 5	Students understand and use sensory words.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.
Day 6	Students will recall details from a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 7	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 8	Students will ask questions to better understand the text.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 9	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 10	Students will isolate the beginning sound of a word.	4.C.ECd- With teacher assistance, isolate and pronounce the initial sounds in words.
Day 11	Students will recall basic details in a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 12	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 13	Students will make personal connections to what is being read aloud and what is being taught.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 14	Students will begin to understand story structure (beginning, middle and end).	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 15	Students will begin to distinguish numbers from letters.	4.B.ECa- With teacher assistance, recite the alphabet.
Day 16	Students will begin to make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 17	Students will seek and generate alternative approaches to solving problems.	1.B.ECa- Use language for a variety of purposes.
Day 18	Children can think about what the characters feel, even when it isn't stated (inferring).	2.B.ECc- With teacher assistance, identify main character(s) of the story.

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

Day 19	Students will begin to understand story structure – beginning, middle and end.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 20	Students will begin to identify their favorite books and explain why.	1.B.ECa- Use language for a variety of purposes.

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

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 2	Students will understand the difference between a question and a statement.	1.A.ECb- Respond appropriately to questions from others.
Day 3	Students will understand the difference between a question and a statement.	1.A.ECb- Respond appropriately to questions from others.
Day 4	Students will distinguish letters from numbers.	4.B.ECa- With teacher assistance, recite the alphabet.
Day 5	Students will identify and produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 6	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 7	Students will recognize and produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 8	Students will become increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 9	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 10	Students will be able to segment and blend syllables.	4.C.ECc- Demonstrate ability to segment and blend syllables in words (e.g., " trac/tor, tractor")
Day 11	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 13	Students will distinguish shades of meaning among common verbs sharing the same general action.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 14	Students will use a combination of drawing, dictating and writing to respond to a book or express an opinion or a preference.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 15	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 16	Students will begin to recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 17	Students will distinguish shades of meaning among common verbs sharing the same general action.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).

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

Day 18	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 19	Students will distinguish shades of meaning among common verbs sharing the same general action.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 20	Students will be able to recognize the initial letter in words.	4.B.ECb- Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

*Blueprint for Early Literacy, Theme 6
IL 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.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 2	Students will understand and use question words.	1.D.ECc- Understand and use question words in speaking.
Day 3	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 4	Students will distinguish letters from numbers.	4.A.ECf- Differentiate letters from numerals.
Day 5	Students will identify and produce words that rhymes.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 6	Students will distinguish shades of meaning among common adjectives sharing the same general characteristic.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.
Day 7	Students will recognize and produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 8	Students will show an understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 9	Students will show an understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 10	Students will retell a familiar story in sequence with picture support or props.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 12	Students will ask questions to better understand the text.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 13	Students will show understanding of common story elements.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 14	Students will be able to recall basic details in a text.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 15	Students will be able to recall basic details in a text.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 16	Students will participate in the reading and singing of shared texts with appropriate volume, pronunciation, tone and expression.	2.A.ECa- Engage in book-sharing experiences with purpose and understanding.
Day 17	Students will make personal connections to what is being read aloud and what is being taught.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 18	Students will understand a common story element, the setting.	2.B.ECc- With teacher assistance, identify main character(s) of the story.

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

Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 20	Students will identify and share their favorite books and explain why.	1.B.ECa- Use language for a variety of purposes.

*Blueprint for Early Literacy, Theme 7
IL Standards Alignment with MTP*

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will begin to recognize some high-frequency words.	4.D.ECa- Recognize own name and common signs and lables in the environment.
Day 2	Students will begin to recognize some simple punctuation.	1.B.ECa- Use language for a variety of purposes.
Day 3	Students will begin to recognize simple punctuation.	1.B.ECa- Use language for a variety of purposes.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 5	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 6	Students will recognize some high-frequency words.	4.D.ECa- Recognize own name and common signs and lables in the environment.
Day 7	Students will recognize and produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 8	Students will increase their familiarity with letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 9	Students will recognize initial sounds.	4.C.ECd- With teacher assistance, isolate and pronounce the initial sounds in words.
Day 10	Students will show understanding of common story elements (character, setting, and plot).	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 11	Students will recognize some high-frequency words.	4.D.ECa- Recognize own name and common signs and lables in the environment.
Day 12	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	1.E.ECc- With teacher assistance, use adjectives to describe people, places, and things.
Day 13	Students will orally segment and blend onsets and rime.	1.B.ECa- Use language for a variety of purposes.
Day 14	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	1.E.ECc- With teacher assistance, use adjectives to describe people, places, and things.
Day 15	Students will orally segment and blend onsets and rime.	1.B.ECa- Use language for a variety of purposes.
Day 16	Students will recognize some high-frequency words.	4.D.ECa- Recognize own name and common signs and lables in the environment.
Day 17	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 18	Students will orally segment and blend onsets and rime.	1.B.ECa- Use language for a variety of purposes.
Day 19	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.

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

Day 20	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
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*Blueprint for Early Literacy, Theme 7
IL Standards Alignment with IRA*

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will recall important facts from an informational book.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 2	Students will think about what the author inferred, or meant even when it's not stated.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 3	Students will recount important facts from an informational book.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 4	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 5	Students will retell a familiar story in sequence with picture supports or props.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 6	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	2.C.ECa- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
Day 7	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 8	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 9	Students will make connections between what happens in a text and what came before (cause and effect).	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 10	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	2.C.ECa- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
Day 11	Students will make and confirm predictions about what may happen in the story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 12	Students will show an understanding of basic story elements, including character, plot and setting.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 13	Students will compare and contrast the similarities and differences within a text and across texts.	2.D.ECb- With teacher assistance, compare and contrast two stories relating to the same topic.
Day 14	Students will compare and contrast the similarities and differences within a text and across texts.	2.D.ECb- With teacher assistance, compare and contrast two stories relating to the same topic.
Day 15	Students will begin to identify their favorite books.	1.B.ECa- Use language for a variety of purposes.
Day 16	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 17	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

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

Day 18	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	2.C.ECa- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
Day 19	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 20	Students will show steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

*Blueprint for Early Literacy, Theme 8
IL Standards Alignment with MTP*

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 2	Students will begin to demonstrate basic knowledge of letters and letter-sound correspondences.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/c /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
Day 3	Students will produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 5	Students will determine the meaning of multiple meaning words.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 6	Students will recognize high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 7	Students will orally segment and blend onsets and rimes.	1.B.ECa- Use language for a variety of purposes.
Day 8	Students will become increasingly familiar with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 9	Students will form regular plural nouns by adding /s/ or /es./	1.E.ECa- With teacher assistance, begin to use increasingly complex sentences.
Day 10	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 11	Students will recognize a high-frequency word.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 12	Students will use a combination of drawing, dictating and writing to teach information.	5.B.ECc- With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
Day 13	Students will demonstrate an understanding of syllables.	1.B.ECa- Use language for a variety of purposes.
Day 14	Students will demonstrate an understanding of syllables.	1.B.ECa- Use language for a variety of purposes.
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 16	Students will recognize a high-frequency word.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 17	Students will distinguish shades of meaning among adjectives sharing the same general characteristics.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.

*Blueprint for Early Literacy, Theme 8
IL Standards Alignment with MTP*

Day 18	Students will orally segment and blend two phonemes.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
Day 19	Students will determine or clarify the meaning of multiple meanings words.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 20	Students will orally segment and blend two phonemes.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).

*Blueprint for Early Literacy, Theme 8
IL 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.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 2	Students will recount important facts from an informational text.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 3	Students will begin to recognize the main idea of the text.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 4	Students will differentiate between fiction and nonfiction texts by distinguishing characteristics.	2.A.ECa- Engage in book-sharing experiences with purpose and understanding.
Day 5	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 6	Students will ask questions to better understand the text.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 7	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading acts.	1.B.ECa- Use language for a variety of purposes.
Day 8	Students will recount important facts from an informational text.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 9	Students will recognize basic features of informational text.	3.A.ECa- With teacher assistance, ask and answer questions about details in a nonfiction book.
Day 10	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 11	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 12	Students will begin to understand story structure.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 13	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 14	Students will express opinions about ideas in a story.	1.A.ECc- Provide comments relevant to the context.
Day 15	Students will demonstrate an understanding of syllables.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 16	Students will show an understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 17	Students will understand story structure.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 18	Students will infer a character's feelings.	2.B.ECc- With teacher assistance, identify main character(s) of the story.
Day 19	Students will recount important facts from an informational text.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.

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

Day 20	Students will begin to identify and share their favorite books and explain why.	1.B.ECa- Use language for a variety of purposes.
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*Blueprint for Early Literacy, Theme 9
IL Standards Alignment with MTP*

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 2	Students will understand and use sensory words.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.
Day 3	Students will understand and use sensory words.	1.E.ECe- With teacher assistance, use adjectives to describe people, places, and things.
Day 4	Students will orally segment and blend onsets and rimes.	1.B.ECa- Use language for a variety of purposes.
Day 5	Students will produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 6	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 7	Students will determine or clarify the meaning of multiple meaning words (e.g., duck or bat).	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 8	Students will orally segment and blend two phonemes.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
Day 9	Students will orally blend and segment two phonemes.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
Day 10	Students will produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 11	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 12	Students will understand shades of meaning among common verbs sharing the same general action (e.g., walk, strut, march, prance).	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 13	Students will be able to hear and count words in a sentence.	4.C.ECa- Recognize that sentences are made up of separate words.
Day 14	Students will be able to hear and count words in a sentence.	4.C.ECa- Recognize that sentences are made up of separate words.
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 16	Students will be able to recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

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

Day 17	Students will be able to generate and investigate answers about topics of interest.	5.C.Eca- Participate in group projects or units of study designed to learn about a topic of interest.
Day 18	Students will be able to hear and count words in a sentence.	4.C.ECa- Recognizethat sentences are made up of separate words.
Day 19	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
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.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.

*Blueprint for Early Literacy, Theme 9
IL 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.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 2	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 3	Students will see similarities and differences within a text and across texts.	2.D.ECb- With teacher assistance, compare and contrast two stories relating to the same topic.
Day 4	Students will think about what the character feels even when it's not stated.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 5	Students will orally segment and blend onsets and rimes.	1.B.ECa- Use language for a variety of purposes.
Day 6	Students will make personal connections to what is being read and what is being taught.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 7	Students will show understanding of common features of informational text.	3.A.ECa- With teacher assistance, ask and answer questions about details in a nonfiction book.
Day 8	Students will recount important facts from an informational text.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 9	Students will recount important facts from an informational text.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 10	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 11	Students will be able to explain how the title of the book relates to the text.	
Day 12	Students will recount important facts from informational texts.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 13	Students will show an understanding of content-specific vocabulary words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 14	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 15	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	2.C.ECa- Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
Day 16	Students will be able to explain how the title of the book relates to the text.	1.B.ECa- Use language for a variety of purposes.
Day 17	Students will be able to recount important facts from an informational texts.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.

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

Day 18	Students will be able to make connections between what happens in a text and what came before (cause and effect).	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 19	Students will be able to recount important facts from informational texts.	3.A.ECb- With teacher assistance, retell detail(s) about main topic in a nonfiction book.
Day 20	Students will be able to identify and share their favorite book and explain why.	1.B.ECa- Use language for a variety of purposes.

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

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 2	Students will increase their familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 3	Students will orally segment and blend two phonemes.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/c /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
Day 4	Students will orally segment and blend two phonemes.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/c /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
Day 5	Students will hear and count words in a sentence.	4.C.ECa- Recognizethat sentences are made up of separate words.
Day 6	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 7	Students will produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 8	Students will determine or clarify the meaning of multiple meaning words.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 9	Students will determines or clarify the meaning of multiple meaning words.	1.E.ECd- With teacher assistance, explore word relationships to understand the concept represented by common categories of words (e.g., food, clothing, vehicles).
Day 10	Students will hear and count words in a sentence.	4.C.ECa- Recognizethat sentences are made up of separate words.
Day 11	Students will recognize some high-frequency words.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 12	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 13	Students will match lower-case and upper-case letters.	4.B.ECc- With teacher assistance, match some upper/lowercase letters of the alphabet.
Day 14	Students will orally segments and blends two phonemes.	4.C.ECe- With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/c /a/ /t/= cat). 4.C.ECf- With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	4.C.ECd- With teacher assistance, isolate and pronounce the initial sounds in words.

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

Day 16	Students will begin to recognize some high-frequency words.	4.D.ECa- Recognize own name and common signs and labels in the environment.
Day 17	Students will identify and produce rhymes.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 18	Students will develop increasing familiarity with common letter-sound relationships.	4.D.ECc- With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
Day 19	Students will experiment with using more complex grammar and parts of speech, exposing them to adverbs (e.g., gently).	1.B.ECa- Use language for a variety of purposes.
Day 20	Students will understand that writers can express opinions or preference.	5.A.ECb- Use scribbles, letterlike forms, or letters/words to represent written language.

Blueprint for Early Literacy, Theme 10
IL 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.	2.D.ECa- With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.
Day 2	Students will show their understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 3	Students will see similarities and differences within a text and across texts (compare and contrast).	2.D.ECb- With teacher assistance, compare and contrast two stories relating to the same topic.
Day 4	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 5	Students will identify and produce rhymes.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 6	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 7	Students will identify and produce words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 8	Students will identify number words in the story.	4.A.ECf- Differentiate letters from numerals.
Day 9	Students will make and confirm predictions about what may happen in a story.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 10	Students will make connections between what happens in a text and what came before (cause and effect).	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 11	Students will make and confirm predictions.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 13	Students will identify and explain how the title relates to the text.	1.B.ECa- Use language for a variety of purposes.
Day 14	Students will notice similarities and differences within and across texts.	2.D.ECb- With teacher assistance, compare and contrast two stories relating to the same topic.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	4.C.ECd- With teacher assistance, isolate and pronounce the initial sounds in words.
Day 16	Students will recall details from a text.	2.B.ECb- With teacher assistance, retell familiar stories with three or more key events.
Day 17	Students will recognize words that rhyme.	4.C.ECb- With teacher assistance, recognize and match words that rhyme.
Day 18	Students will show understanding of content-specific vocabulary.	1.E.ECb- Exhibit curiosity and interest in learning new words heard in conversation and books.
Day 19	Students will begin to recognize the main idea.	2.B.ECa- With teacher assistance, ask and answer questions about books read aloud.
Day 20	Students will begin to identify their favorite books.	1.B.ECa- Use language for a variety of purposes.