# Blueprint for Early Literacy, Theme 1 PA Standards Alignment, MTP

	MTP Objective	Aligned State Standard
	Students will recognize that writing is a way of	1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.
Day 1	communicating and serves different purposes.	1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
		1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions,
		add details as needed.
	Students will recognize that writing is a way of	1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.
Day 2	communicating and serves different purposes.	<b>1.4 PK.M</b> Dictate narratives to describe real or imagined experiences or events.
Day 2		<b>1.4 PK.T</b> With guidance and support from adults and peers, respond to questions and suggestions,
		add details as needed.
	Students will generate content and topics for writing.	<b>1.4 PK.A</b> Draw/dictate to compose informative/explanatory texts examining a topic.
		1.4 PK.B With promting and support, draw/dictate about one specific topic.
Day 3		<b>1.4 PK.C</b> With prompting and support, generate ideas to convey information.
Day 5		<b>1.4 PK.M</b> Dictate narratives to describe real or imagined experiences or events.
		1.4 PK.N Establish "who" and "what" the narrative will be about.
		1.4 PK.O With prompting and support, describe experiences and events.
	Students will generate content and topics for writing.	<b>1.4 PK.A</b> Draw/dictate to compose informative/explanatory texts examining a topic.
		1.4 PK.B With promting and support, draw/dictate about one specific topic.
Day 4		<b>1.4 PK.C</b> With prompting and support, generate ideas to convey information.
Day 1		1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
		1.4 PK.N Establish "who" and "what" the narrative will be about.
		1.4 PK.O With prompting and support, describe experiences and events.
	Students will generate content and topics for writing.	<b>1.4 PK.A</b> Draw/dictate to compose informative/explanatory texts examining a topic.
		<b>1.4 PK.B</b> With promting and support, draw/dictate about one specific topic.
Day 5		<b>1.4 PK.C</b> With prompting and support, generate ideas to convey information.
24,0		1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
		1.4 PK.N Establish "who" and "what" the narrative will be about.
		1.4 PK.O With prompting and support, describe experiences and events.
	Students will use a combination of drawing, dictating and	<b>1.4 PK.M</b> Dictate narratives to describe real or imagined experiences or events.
	writing to compose narratives that describe real or	1.4 PK.N Establish "who" and "what" the narrative will be about.
Day 6	imagined experiences or events.	<b>1.4 PK.O</b> With prompting and support, describe experiences and events.
		<b>1.4 PK.P</b> Recount a single event and tell about the events in the order in which they occurred.
	Students will use a combination of drawing, dictating and	1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
	writing to compose narratives that describe real or	1.4 PK.N Establish "who" and "what" the narrative will be about.
Day 7	imagined experiences or events.	<b>1.4 PK.O</b> With prompting and support, describe experiences and events.
		<b>1.4 PK.P</b> Recount a single event and tell about the events in the order in which they occurred.
	Students will use a combination of drawing, dictating and	1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
	writing to compose narratives that describe real or	1.4 PK.N Establish "who" and "what" the narrative will be about.
Day 8	imagined experiences or events.	<b>1.4 PK.O</b> With prompting and support, describe experiences and events.
		<b>1.4 PK.P</b> Recount a single event and tell about the events in the order in which they occurred.
	Students will distinguish between print and illustrations.	1.1 PK.B Identify basic features of print.
Day 9	Classific IIII diotingulori bottoori print and illustrations.	THE Identity basis foatures of print.

### Blueprint for Early Literacy, Theme 1 PA Standards Alignment, MTP

	Students will use a combination of drawing, dictating and	1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
Day 10	writing to compose narratives that describe real or	1.4 PK.N Establish "who" and "what" the narrative will be about.
Day 10	imagined experiences or events.	1.4 PK.O With prompting and support, describe experiences and events.
		1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.
D 44	Students will recognize that spoken words are represented	1.1 PK.B Identify basic features of print.
Day 11	in written language.	
	Students will show a steady increase in receptive and	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a
	expressive vocabulary.	text.
		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
D 40		1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.
Day 12		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
	Students will generate content and topics for writing.	1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.
		1.4 PK.B With promting and support, draw/dictate about one specific topic.
Day 13		1.4 PK.C With prompting and support, generate ideas to convey information.
Day 13		1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
		1.4 PK.N Establish "who" and "what" the narrative will be about.
		1.4 PK.O With prompting and support, describe experiences and events.
	Students will generate content and topics for writing.	<b>1.4 PK.A</b> Draw/dictate to compose informative/explanatory texts examining a topic.
		<b>1.4 PK.B</b> With promting and support, draw/dictate about one specific topic.
Day 14		<b>1.4 PK.C</b> With prompting and support, generate ideas to convey information.
,		<b>1.4 PK.M</b> Dictate narratives to describe real or imagined experiences or events.
		1.4 PK.N Establish "who" and "what" the narrative will be about.
	Other department of the control of t	1.4 PK.O With prompting and support, describe experiences and events.
	Students will generate content and topics for writing.	1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.
		1.4 PK.B With promiting and support, draw/dictate about one specific topic.
Day 15		1.4 PK.C With prompting and support, generate ideas to convey information.
		1.4 PK.M Dictate narratives to describe real or imagined experiences or events.
		1.4 PK.N Establish "who" and "what" the narrative will be about.
	Students will show a steady increase in receptive and	<ul><li>1.4 PK.O With prompting and support, describe experiences and events.</li><li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a</li></ul>
	expressive vocabulary.	text.
	oxpressive vecasulary.	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
		<b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.
Day 16		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.
		<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.
	Students will distinguish between print and illustrations.	1.1 PK.B Identify basic features of print.
Day 17	otaconto wiii distinguish between print and illustrations.	THE Identity basic reatures of print.
	<u>I</u>	I.

#### Blueprint for Early Literacy, Theme 1 PA Standards Alignment, MTP

Day 18	Students will name and describe actual or pictured objects.	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to. 1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to. 1.3 PK.G Describe pictures in books using detail.
Day 19	expressive vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.G Describe pictures in books using detail.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 20	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	<ul><li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li><li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li></ul>

#### Blueprint for Early Literacy, Theme 1 PA Standards Alignment, IRA

	IRA Objective	Aligned State Standard
Day 1	Students will make personal connections to what is being	1.2 PK. C With prompting and support, make connections between information in a
Day i	read aloud and what is being taught.	text and personal experience.
	Students will show their understanding of content-specific	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	vocabulary.	read aloud from a text.
Day 2		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
Day 2		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.
	Students will see similarities and differences within a text and	<b>1.2 PK.I</b> With prompting and support, identify basic similarities and differences
Day 3	across texts (compare and contrast).	between two texts read aloud on the same topic.
ĺ		1.3 PK.H Answer questions to compare and contrast the adventures and
		experiences of characters in familiar stories.
	Students will show a steady increase in receptive and	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	expressive vocabulary.	read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
Day 4		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.
		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
Day 5	Students will identify and produce rhymes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
Day 0		(phonemes).
	Students will make and confirm predictions about what may	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and
Day 6	happen in a story.	where).
		1.3 PK.K With prompting and support, actively engage in group reading activities
		with purpose and understanding.
Day 7	Students will identify and produce words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
Day 0	Churchanta will identifi mumban wanda in the atom.	(phonemes).
Day 8	Students will identify number words in the story.	1.1 PK.D Develop beginning phonics and word skills.
	Students will makes and confirm predictions about what may	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and
Day 9	happen in a story.	where).
		1.3 PK.K With prompting and support, actively engage in group reading activities
	Students will make connections between what happens in a	with purpose and understanding.  1.3 PK.A With prompting and support, retell a familiar story in a sequence with
Day 10	text and what came before (cause and effect).	picture support.
	toxt and what barre before (baase and cheet).	1.3 PK.B Answer questions about a particular story (who, what, how, when, and
		where).
		wiicie).

#### Blueprint for Early Literacy, Theme 1 PA Standards Alignment, IRA

Day 11	Students will make and confirm predictions about what may happen in a story.	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and where).
Í		<b>1.3 PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.
	Students will show a steady increase in receptive and expressive vocabulary.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
		<b>1.2 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.
Day 40		<b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.
Day 12		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.G Describe pictures in books using detail.
		<b>1.3 PK.I</b> With prompting and support, clarify unknown words or phrases read aloud.
		<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to
	Students will identify and explain how the title relates to the	1.2 PK.B Answer questions about a text.
Day 13	text.	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and where).
	Students will notice similarities and differences within and	1.2 PK.I With prompting and support, identify basic similarities and differences
Doy 14	across texts.	between two texts read aloud on the same topic.
Day 14		<b>1.3 PK.H</b> Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.
D 45	Students will learn to recognize and isolate the beginning	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
Day 15	sound of a word.	(phonemes).
	Students will recall details from a text.	<b>1.2 PK.A</b> With prompting and support, retell key details of text that support a provided main idea.
Day 16		<b>1.2 PK.B</b> Answer questions about a text.
-		<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and where).
Day 17	Students will recognize words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	Students will show understanding of content-specific	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	vocabulary.	read aloud from a text.
Dov 10	·	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
Day 18		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.

#### Blueprint for Early Literacy, Theme 1 PA Standards Alignment, IRA

	Students will begin to recognize the main idea.	1.2 PK.A With prompting and support, retell key details of a text that support a
Day 19		provided main idea.
		1.2 PK.B Answer questions abut a text.
	Students will begin to identify their favorite books.	<b>1.5 PK.D</b> Use simple sentences; share stories, familiar experiences, and interests,
		speaking clearly enough to be understood by most audiences.
Day 20		<b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking
		clearly enough to be understood by most audiences.
		1.3 PK.E With prompting and support, recognize common types of texts.

# Blueprint for Early Literacy, Theme 2 PA Standards Alignment, MTP

	MTP Objective	Aligned State Standard
Day 1	Students will understand the concept of a word.	1.1 PK.B Identify basic features of print.
Day 2	Students will understand the concept of a letter.	1.1 PK.B Identify basic features of print.
Day 3	Students will understand that letters form words.	1.1 PK.B Identify basic features of print.
Day 4	Students will understand that letters form words.	1.1 PK.B Identify basic features of print.
Day 5	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 6	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 7	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 8	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 9	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 10	Students will use a combination of drawing, dictating and writing to compose narratives describing real or imagined experiences or events.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.B With prompting and support, draw/dictate about one specific topic.</li> <li>1.4 PK.C With prompting and support, generate ideas to convey information.</li> </ul>
Day 11	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic. 1.4 PK.B With prompting and support, draw/dictate about one specific topic. 1.4 PK.C With prompting and support, generate ideas to convey information.
Day 12	Students will demonstrate an understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 13	Students will demonstrate an understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 14	Students will demonstrate an understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>

# Blueprint for Early Literacy, Theme 2 PA Standards Alignment, MTP

Day 15	Students will demonstrate an understanding of frequently used words and their opposites.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 16	Students will demonstrate an understanding of frequently used words and their opposites.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 17	Students will demonstrate an understanding of frequently used words and their opposites.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 18	Students will form regular plural nouns by adding "s" or "es."	<b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
Day 19	Students will form regular plural nouns by adding /s/ or /es/.	<b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
Day 20	Students will understand that writers can express opinions or preferences.	1.4 PK.W With guidance and support, recall information from experiences or books.

#### Blueprint for Early Literacy, Theme 2 PA Standards Alignment, IRA

	IRA Objective	Aligned State Standard
Day 1	Students will engage and respond appropriately in the turn-taking of conversation.	<b>1.5 PK.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
Day 2	Students will name and describe actual or pictured objects.	<ul> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.3 PK.G Describe pictures in books using detail.</li> </ul>
Day 3	Students will make and confirm predictions about what may happen in a story.	<ul><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li><li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li></ul>
Day 4	Students will make personal connections to what is being read aloud and what is being taught.	<b>1.2 PK. C</b> With prompting and support, make connections between information in a text and personal experience.
Day 5	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	<b>1.1 PK.E</b> Emerging to read emergent reader text with purpose and understanding.
Day 6	Students will make and confirm predictions about what may happen in a story.	<ul> <li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li> <li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li> </ul>
Day 7	Students will become increasingly familiar with common letter- sound relationships.	
Day 8	Student will show understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 9	Students will show understanding of common story elements.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.
Day 10	Students will become increasingly familiar with common letter- sound relationships.	
Day 11	Students will identify and explain how the title of a book relates to the text.	<ul><li>1.2 PK.B Answer questions about a text.</li><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li></ul>
Day 12	Students will recognize words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### Blueprint for Early Literacy, Theme 2 PA Standards Alignment, IRA

	Students will understand and use temporal words (first, next,	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	last).	read aloud from a text.
	, , ,	1.2 PK.J Use new vocabulary and phrases aquired in conversations and being
Day 13		read to.
·		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
Day 14	Students will identify the role of the author and illustrator in a book.	<b>1.3 PK.D</b> With prompting and support, name the author and illustrator of a story.
Day 15	Students will recognize words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
Day 15		(phonemes).
Day 16	Students will show understanding of common story elements.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters,
Day 10		settings, and major events in a story.
	Students will retell a familiar story in sequence with picture	<b>1.3 PK.A</b> With prompting and support, retell a familiar story in a sequence with
Day 17	support or props.	picture support.
- a,		<b>1.2 PK.G</b> With prompting and support, answer questions to connect illustrations to
		the written word.
	Students will begin to identify and explain how the title of a	1.2 PK.B Answer questions about a text.
Day 18	book relates to the text.	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and
		where).
	Students will retell a familiar story in sequence with picture	<b>1.3 PK.A</b> With prompting and support, retell a familiar story in a sequence with
Day 19	support or props.	picture support.
Ť		<b>1.2 PK.G</b> With prompting and support, answer questions to connect illustrations to
	Other Williams and a second and a second and a second as	the written word.
Day 20	Students will identify and share favorite books and explain	<b>1.5 PK.D</b> Use simple sentences; share stories, familiar experiences, and interests,
	why.	speaking clearly enough to be understood by most audiences.
		<b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking
		clearly enough to be understood by most audiences.
		1.3 PK.E With prompting and support, recognize common types of texts.

# Blueprint for Early Literacy, Theme 3 PA Standards Alignment, MTP

	MTP Objective	Aligned State Standard
Day 1	Students will develop increasing familiarity with common letter- sound relationships.	, , , , , , , , , , , , , , , , , , , ,
Day 2	Students will develop increasing familiarity with common letter- sound relationships.	
Day 3	Students will develop increasing familiarity with common letter- sound relationships.	
Day 4	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 5	Students will demonstrate their understanding of frequently used words and their opposites.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 6	Students will recognize print that is relevant in their environment.	1.1 PK.B Identify basic features of print.
Day 7	Students will recognize that writing is a way of communicating and serves different purposes.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</li> </ul>
Day 8	Students will generate content and topics for writing.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.B With promting and support, draw/dictate about one specific topic.</li> <li>1.4 PK.C With prompting and support, generate ideas to convey information.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.N Establish "who" and "what" the narrative will be about.</li> <li>1.4 PK.O With prompting and support, describe experiences and events.</li> </ul>
Day 9	Students will recognize that writing is a way of communicating and serves different purposes.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</li> </ul>

# Blueprint for Early Literacy, Theme 3 PA Standards Alignment, MTP

Day 10	Students will generate content and topics for writing.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.B With promting and support, draw/dictate about one specific topic.</li> <li>1.4 PK.C With prompting and support, generate ideas to convey information.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.N Establish "who" and "what" the narrative will be about.</li> <li>1.4 PK.O With prompting and support, describe experiences and events.</li> </ul>
Day 11	Students will recognize that writing is a way of communicating and serves different purposes.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</li> </ul>
Day 12	Students will generate content and topics for writing.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.B With promting and support, draw/dictate about one specific topic.</li> <li>1.4 PK.C With prompting and support, generate ideas to convey information.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.N Establish "who" and "what" the narrative will be about.</li> <li>1.4 PK.O With prompting and support, describe experiences and events.</li> </ul>
Day 13	Students will understand and use position words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 14	Students will follow words from left to right.	1.1 PK.A Practice appropriate book handling skills.
Day 15	Students will express preferences or opinions.	<b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.

# Blueprint for Early Literacy, Theme 3 PA Standards Alignment, MTP

Day 16	Students will generate content and topics for writing.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.B With promting and support, draw/dictate about one specific topic.</li> <li>1.4 PK.C With prompting and support, generate ideas to convey information.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.N Establish "who" and "what" the narrative will be about.</li> <li>1.4 PK.O With prompting and support, describe experiences and events.</li> </ul>
Day 17	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	<ul> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 18	Students will understand and use sensory words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 19	Students will use a combination of drawing, dictating and writing to teach information.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.B With prompting and support, draw/dictate about one specific topic.</li> <li>1.4 PK.C With prompting and support, generate ideas to convey information.</li> </ul>
Day 20	Students will recognize words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### Blueprint for Early Literacy, Theme 3 PA Standards Alignment, IRA

	IRA Objective	Aligned State Standard
	Students will show interest in words and word play.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		1.1 PK.D Develop beginning phonics and word skills.
		1.2 PK.F With prompting and support, answer questions about unfamiliar words
Day 1		read aloud from a text.
Day .		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.
		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
	Ot lasts 'Hala and lasts Basel's a factor of a second and a second	aloud
Day 2	Students will show understanding of common story elements.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters,
Dov 2	Ctudente will about where reading begins on a page	settings, and major events in a story.
Day 3	Students will show where reading begins on a page.  Students will show understanding of common story elements.	1.1 PK.A Practice appropriate book handling skills.
Day 4	Students will show understanding of common story elements.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.
	Students will demonstrate understanding of frequently used	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	words	read aloud from a text.
	and their opposites.	1.2 PK.J Use new vocabulary and phrases aquired in conversations and being
Day 5	and then opposites.	read to.
24, 0		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being
		read to.
Day 6	Students will recognize relevant print in their environment.	1.1 PK.B Identify basic features of print.
Day 0		
Day 7	Students will recognize relevant print in their environment.	1.1 PK.B Identify basic features of print.
	Students will join in on refrains or repeated sentences,	1.1 PK.E Emerging to read emergent reader text with purpose and
Day 8	phrases and words while participating in oral reading	understanding.
	activities.	
	Students will name and describe actual or pictured objects.	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
Day 9		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
		1.3 PK.G Describe pictures in books using detail.

#### Blueprint for Early Literacy, Theme 3 PA Standards Alignment, IRA

Day 10	Students will recognize that writing is a way of communicating and serves different purposes.	<ul> <li>1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.</li> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.</li> </ul>
Day 11	Students will recall basic details in a text.	<ul> <li>1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.</li> <li>1.2 PK.B Answer questions about a text.</li> <li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li> </ul>
Day 12	Students will show understanding of content-specific vocabulary.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.  1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.
Day 13	Students will understand and use position words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 14	Students will show where reading begins on a page.	1.1 PK.A Practice appropriate book handling skills.
Day 15	Students will show understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 16	Students will recall basic details in a text.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).

#### Blueprint for Early Literacy, Theme 3 PA Standards Alignment, IRA

Day 17	Students will show their understanding of content-specific vocabulary.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.  1.2 PK.K With prompting and support, clarify unknown words or phrases read
Day 18	Students will show a steady increase in receptive and expressive vocabulary.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.  1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.  1.3 PK.F Answer questions about unfamiliar words read aloud from a story.  1.3 PK.G Describe pictures in books using detail.  1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.  1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
Day 19	Students will make and confirm predictions about what may happen in a story.	1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.
Day 20	Students will recognize words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

# Blueprint for Early Literacy, Theme 4 PA Standards Alignment, MTP

	MTP Objective	Aligned State Standard
Day 1	Students will segment and blend syllables.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 2	Students will increase their familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 3	Students will recognize some simple punctuation.	1.1 PK.B Identify basic features of print.
Day 4	Students will recognize and produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 5	Students will become familiar with common letter-sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 6	Students will segment and blend syllables.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 7	Students will segment and blend syllables.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will match some uppercase and lowercase letters.	1.1 PK.D Develop beginning phonics and word skills.
Day 9	Students will match some uppercase and lowercase letters.	1.1 PK.D Develop beginning phonics and word skills.
Day 10	Students will begin to recognize some simple punctuation.	1.1 PK.B Identify basic features of print.
Day 11	Students will be able to distinguish letters from numbers.	1.1 PK.B Identify basic features of print.
Day 12	Students will be able to distinguish letters from numbers.	1.1 PK.B Identify basic features of print.
Day 13	Students will recognize and orally produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 14	Students will recognize and orally produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 15	Students will begin to recognize some simple punctuation.	1.1 PK.B Identify basic features of print.
Day 16	Students will identify the beginning letter in some frequently seen words.	1.1 PK.D Develop beginning phonics and word skills.
Day 17	Students will form plural nouns by adding "s" or "es."	<b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.

# Blueprint for Early Literacy, Theme 4 PA Standards Alignment, MTP

	Students will show their understanding of content-specific vocabulary.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.  1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.
Dav 19	Students will identify the beginning letter in some frequently seen words.	1.1 PK.D Develop beginning phonics and word skills.
Day 20	Students will understand the concept of a word.	1.1 PK.B Identify basic features of print.

#### Blueprint for Early Literacy, Theme 4 PA Standards Alignment, IRA

	IRA Objective	Aligned State Standard
Day 1	Students will make and confirm predictions about what may happen in a story.	<ul><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li><li>1.3 PK.K With prompting and support, actively engage in group reading activities</li></ul>
		with purpose and understanding.
	Students will begin to think about, or infer, what the character	1.2 PK.C With prompting and support, make connections between information in a
	feels even when it's not stated.	text and personal experience.
		1.2 PK.L With prompting and support, actively engage in group reading activities
Doy 2		with purpose and understanding.
Day 2		<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters,
		settings, and major events in a story.  1.3 PK.G Describe pictures in books using detail.
		1.3 PK.K With prompting and support, actively engage in group reading activities
		with purpose and understanding.
	Students will recall basic details in a text.	1.2 PK.A With prompting and support, retell key details of text that support a
		provided main idea.
Day 3		1.2 PK.B Answer questions about a text.
		1.3 PK.B Answer questions about a particular story (who, what, how, when, and
		where).
Day 4	Students will recognize words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
	Students will understand and use sensory words.	(phonemes).
	Students will understand and use sensory words.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases aquired in conversations and being
Day 5		read to.
-		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
Day 6	Students will recount important facts from an informational	1.2 PK.A With prompting and support, retell key details of text that support a
	text.	provided main idea.
Day 7	Students will begin to recognize the main idea of a text.	<b>1.2 PK.A</b> With prompting and support, retell key details of a text that support a provided main idea.
Day I		1.2 PK.B Answer questions abut a text.
Day 8	Students will differentiate between fiction and nonfiction.	1.3 PK.E With prompting and support, recognize common types of text.
	Students will see the similarities and differences within a text.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
Day 9		(phonemes).
Day 10	Students will understand and use question words.	1.5 PK.G Demonstrate command of the conventions of standard English when
Day 10		speaking based on pre-kindergarten level and content.
Day 11	Students will differentiate between fiction and nonfiction.	1.2 PK.B Answer questions about a text.
24,		1.2 PK.E Identify the front cover, back cover, and title page of a book.

#### Blueprint for Early Literacy, Theme 4 PA Standards Alignment, IRA

	Students will begin to retell a familiar story in sequence.	1.3 PK.A With prompting and support, retell a familiar story in a sequence with
D: 40	, '	picture support.
Day 12		<b>1.2 PK.G</b> With prompting and support, answer questions to connect illustrations to
		the written word.
	Students will recall details in a text.	1.2 PK.A With prompting and support, retell key details of text that support a
		provided main idea.
Day 13		1.2 PK.B Answer questions about a text.
		1.3 PK.B Answer questions about a particular story (who, what, how, when, and
		where).
	Students will distinguish the shades of meaning among	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	common verbs sharing the same general action.	read aloud from a text.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
Day 14		aloud.
		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
		aloud.
	Students will begin to recognize the main idea of a text.	1.2 PK.A With prompting and support, retell key details of a text that support a
Day 15		provided main idea.
		1.2 PK.B Answer questions abut a text.
	Students will begin to see similarities and differences within a	1.2 PK.I With prompting and support, identify basic similarities and differences
Day 16	text and across text.	between two texts read aloud on the same topic.
		1.3 PK.H Answer questions to compare and contrast the adventures and
	Other desired will think all all and the at the area at an facility and a single	experiences of characters in familiar stories.
	Students will think about what the character feels even when	1.2 PK.B Answer questions about a text.
	it's not stated.	<b>1.2 PK.C</b> With prompting and support, make connections between information in a
		text and personal experience.
		<b>1.2 PK.L</b> With prompting and support, actively engage in group reading activities
Day 17		with purpose and understanding.
		<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and
		where).
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.K With prompting and support, actively engage in group reading activities
Day 18	Students will show their understanding of content-specific	with purpose and understanding  1.2 PK.F With prompting and support, answer questions about unfamiliar words
	vocabulary.	read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.
		1410441

#### Blueprint for Early Literacy, Theme 4 PA Standards Alignment, IRA

Day 19	Students will show their understanding of content-specific vocabulary.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
	vodabdiai y.	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.  1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.
	Students will identify and share their favorite books and	1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests,
Day 20	explain why.	speaking clearly enough to be understood by most audiences.
		1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking
		clearly enough to be understood by most audiences.
		1.3 PK.E With prompting and support, recognize common types of texts.

# Blueprint for Early Literacy, Theme 5 PA Standards Alignment, MTP

	MTP Objective	Aligned State Standard
	Students will recognize some high-frequency words.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases aquired in conversations and being
Day 1		read to.
		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
Day 2	Students will understand that words are separated by spaces in print.	1.1 PK.B Identify basic features of print.
Day 3	Students will develop increasing familiarity with common letter- sound relationships.	<b>1.1 PK.D</b> Develop beginning phonics and word skills.
	Students will distinguish shades of meaning among common	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	verbs sharing the same general action.	read aloud from a text.
		<b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read
Day 4		aloud.
		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
	Cturdonte will understand and use someon would	aloud.
	Students will understand and use sensory words.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases aquired in conversations and being
Day 5		read to.
Dayo		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
	Students will be able to recognize some high-frequency words.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
	words.	<b>1.2 PK.J</b> Use new vocabulary and phrases aquired in conversations and being
Day 6		read to.
, .		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being
		read to.
	Students will be able to understand the difference between a	1.5 PK.B Answer questions about key details in a text read aloud or information
Day 7	question and a statement.	presented orally or through other media.
		1.5 PK.A Participate in collaborative conversations with peers and adults in small
		and larger groups.
Day 8	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.

# Blueprint for Early Literacy, Theme 5 PA Standards Alignment, MTP

Day 9	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 10	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 11	Students will be able to recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 12	Students will recognize and produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 13	Students will become familiar with common letter-sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 14	Students will develop increasing familiarity with common lettersound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 15	Students will begin to distinguish numbers from letters.	1.1 PK.D Develop beginning phonics and word skills.
Day 16	Students will recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 17	Students will increase their familiarity with letter-sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 18	Students will be able to segment and blend syllables.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 19	Students will recognize and produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 20	Students will distinguish shades of meaning among common verbs sharing the same general action.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>

#### Blueprint for Early Literacy, Theme 5 PA Standards Alignment, IRA

	IRA Objective	Aligned State Standard
	Students will make and confirm predictions about what may	<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and
Day 1	happen in a story.	where).
		1.3 PK.K With prompting and support, actively engage in group reading activities
		with purpose and understanding.
	Students will begin to recognize the main idea of the text.	1.2 PK.A With prompting and support, retell key details of a text that support a
Day 2		provided main idea.
		1.2 PK.B Answer questions abut a text.
Day 3	Students will understand that words are separated by spaces	1.1 PK.B Identify basic features of print.
Day 5	in print.	
Day 4	Students will begin to understand story structure (beginning,	1.3 PK.A With prompting and support, retell a familiar story in a sequence with
Day 4	middle, end).	picture support.
	Students understand and use sensory words.	1.2 PK.F With prompting and support, answer questions about unfamiliar words
		read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases aquired in conversations and being
Day 5		read to.
		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
	Students will recall details from a text.	1.2 PK.A With prompting and support, retell key details of text that support a
		provided main idea.
Day 6		1.2 PK.B Answer questions about a text.
		<b>1.3 PK.B</b> Answer questions about a particular story (who, what, how, when, and
		where).
	Students will show understanding of content-specific	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	vocabulary.	read aloud from a text.
Day 7		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
	Students will ask questions to better understand the text.	aloud.
	Students will ask questions to better understand the text.	<b>1.2 PK.L</b> With prompting and support, actively engage in group reading activities with purpose and understanding.
Day 8		1 ' '
		<b>1.3 PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.
	Students will show understanding of content-specific	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words
Day 9	vocabulary.	read aloud from a text.
	vocabulary.	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		laloud.
	<u> </u>	Jaiouu.

#### Blueprint for Early Literacy, Theme 5 PA Standards Alignment, IRA

Day 10	Students will isolate the beginning sound of a word.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 11	Students will recall basic details in a text.	<ul> <li>1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</li> <li>1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.</li> </ul>
Day 12	Students will recognize words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 13	Students will make personal connections to what is being read aloud and what is being taught.	<b>1.2 PK.C</b> With prompting and support, make connections between information in a text and personal experience.
Day 14	Students will begin to understand story structure (beginning, middle and end).	<b>1.3 PK.A</b> With prompting and support, retell a familiar story in a sequence with picture support.
Day 15	Students will begin to distinguish numbers from letters.	1.1 PK.D Develop beginning phonics and word skills.
Day 16	Students will begin to make and confirm predictions about what may happen in a story.	<ul> <li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li> <li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li> </ul>
Day 17	Students will seek and generate alternative approaches to solving problems.	AL.4 PK.C Attempt problem solving activities to achieve a positive outcome.
Day 18	Children can think about what the characters feel, even when it isn't stated (inferring).	<ul> <li>1.2 PK.C With prompting and support, make connections between information in a text and personal experience.</li> <li>1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</li> <li>1.3 PK.C With prompting and support, answer questions to identify characters, settings, and major events in a story.</li> <li>1.3 PK.G Describe pictures in books using detail.</li> <li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li> </ul>
Day 19	Students will begin to understand story structure – beginning, middle and end.	<b>1.3 PK.A</b> With prompting and support, retell a familiar story in a sequence with picture support.
Day 20	Students will begin to identify their favorite books and explain why.	<ul> <li>1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</li> <li>1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</li> <li>1.3 PK.E With prompting and support, recognize common types of texts.</li> </ul>

#### Blueprint for Early Literacy, Theme 6 PA Standards Alignment, MTP

	MTP Objective	Aligned State Standard
	Students will recognize some high-frequency words.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases aquired in conversations and being
Day 1		read to.
		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		<b>1.3 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.
	Students will understand the difference between a question	<b>1.5 PK.B</b> Answer questions about key details in a text read aloud or information
Day 2	and a statement.	presented orally or through other media.
, -		<b>1.5 PK.A</b> Participate in collaborative conversations with peers and adults in small
	0. 1	and larger groups.
	Students will understand the difference between a question	<b>1.5 PK.B</b> Answer questions about key details in a text read aloud or information
Day 3	and a statement.	presented orally or through other media.
		<b>1.5 PK.A</b> Participate in collaborative conversations with peers and adults in small and larger groups.
Day 4	Students will distinguish letters from numbers.	1.1 PK.D Develop beginning phonics and word skills.
	Students will identify and produce words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
Day 5		(phonemes).
	Students will recognize some high-frequency words.	1.2 PK.F With prompting and support, answer questions about unfamiliar words
		read aloud from a text.
		<b>1.2 PK.J</b> Use new vocabulary and phrases aquired in conversations and being
Day 6		read to.
		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
	Ct. doute will recognize and produce would that they	read to.
Day 7	Students will recognize and produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	Students will become increasing familiarity with common	1.1 PK.D Develop beginning phonics and word skills.
Day 8	lettersound	THE BOTOLOP Boginning priorings and word offine.
", "	relationships.	
	Students will become increasingly familiar with common	1.1 PK.D Develop beginning phonics and word skills.
Day 9	lettersound	
	relationships.	
Day 10	Students will be able to segment and blend syllables.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
,		(phonemes).
Day 11	Students will recognize some high-frequency words.	1.1 PK.D Develop beginning phonics and word skills.

#### Blueprint for Early Literacy, Theme 6 PA Standards Alignment, MTP

	Students will show a steady increase in receptive and expressive vocabulary.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
	expressive vocabulary.	1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.
Day 12		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
		aloud.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
	Students will distinguish shades of meaning among common	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	verbs sharing the same general action.	read aloud from a text.
	3	1.2 PK.K With prompting and support, clarify unknown words or phrases read
Day 13		aloud.
		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
		aloud.
	Students will use a combination of drawing, dictating and	1.4 PK.W With guidance and support, recall information from experiences or
	writing to respond to a book or express an opinion or a preference.	books.
Day 15	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 16	Students will begin to recognize some high-frequency words.	1.1 PK.D Develop beginning phonics and word skills.
	Students will distinguish shades of meaning among common	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	verbs sharing the same general action.	read aloud from a text.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
Day 17		aloud.
		<b>1.3 PK.F</b> Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
		aloud.
Dov 10	Students will become increasingly familiar with common	1.1 PK.D Develop beginning phonics and word skills.
Day 18	lettersound	
	relationships.	

#### Blueprint for Early Literacy, Theme 6 PA Standards Alignment, MTP

Day 19	Students will distinguish shades of meaning among common verbs sharing the same general action.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.  1.3 PK.F Answer questions about unfamiliar words read aloud from a story.  1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.
Day 20	Students will able to recognize the initial letter in words.	1.1 PK.D Develop beginning phonics and word skills.

#### Blueprint for Early Literacy, Theme 6 PA Standards Alignment, IRA

	IRA Objective	Aligned State Standard
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	<b>1.2 PK.C</b> With prompting and support, make connections between information in a text and personal experience.
Day 2	Students will understand and use question words.	<b>1.5 PK.G</b> Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
Day 3	Students will make and confirm predictions about what may happen in a story.	<ul> <li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li> <li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li> </ul>
Day 4	Students will distinguish letters from numbers.	1.1 PK.B Identify basic features of print.
Day 5	Students will identify and produce words that rhymes.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 6	Students will distinguish shades of meaning among common adjectives sharing the same general characteristic.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 7	Students will recognize and produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will show an understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 9	Students will show an understanding of content-specific vocabulary.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.  1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.
Day 10	Students will retell a familiar story in sequence with picture support or props.	<ul><li>1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</li><li>1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.</li></ul>
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	<b>1.2 PK.C</b> With prompting and support, make connections between information in a text and personal experience.

#### Blueprint for Early Literacy, Theme 6 PA Standards Alignment, IRA

Day 12	Students will ask questions to better understand the text.	<b>1.2 PK.L</b> With prompting and support, actively engage in group reading activities with purpose and understanding.
Day 12		<b>1.3 PK.K</b> With prompting and support, actively engage in group reading activities with purpose and understanding.
Day 13	Students will show understanding of common story elements.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.
	Students will be able to recall basic details in a text.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Day 14		1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and
	Students will be able to recall basic details in a text.	where).  1.2 PK.A With prompting and support, retell key details of text that support a
D 45	Students will be able to recall basic details in a text.	provided main idea.
Day 15		<ul><li>1.2 PK.B Answer questions about a text.</li><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li></ul>
Day 16	Students will participate in the reading and singing of shared texts with appropriate volume, pronunciation, tone and expression.	1.1 PK.E Emerging to read emergent reader text with purpose and understanding.
Day 17	Students will make personal connections to what is being read aloud and what is being taught.	<b>1.2 PK.C</b> With prompting and support, make connections between information in a text and personal experience.
Day 18	Students will understand a common story element, the setting.	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.
	Students will show a steady increase in their receptive and expressive vocabulary.	<b>1.2 PK.F</b> With prompting and support, answer questions about unfamiliar words read aloud from a text.
		<b>1.2 PK.J</b> Use new vocabulary and phrases acquired in conversations and being read to.
Day 19		<b>1.2 PK.K</b> With prompting and support, clarify unknown words or phrases read aloud.
Day 13		<ul><li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li><li>1.3 PK.G Describe pictures in books using detail.</li></ul>
		1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to
Day 20	Students will identify and share their favorite books and explain why.	<b>1.5 PK.D</b> Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.
		<b>1.5 PK.E</b> Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.
		1.3 PK.E With prompting and support, recognize common types of texts.

# Blueprint for Early Literacy, Theme 7 PA Standards Alignment, MTP

	MTP Objective	Aligned State Standard
Day 1	Students will begin to recognize some high-frequency words.	1.1 PK.D Develop beginning phonics and word skills.
Day 2	Students will begin to recognize some simple punctuation.	1.1 PK.B Identify basic features of print.
Day 3	Students will begin to recognize simple punctuation.	1.1 PK.B Identify basic features of print.
Day 4	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 5	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 6	Students will recognize some high-frequency words.	1.1 PK.D Develop beginning phonics and word skills.
Day 7	Students will recognize and produce words that rhyme.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will increase their familiarity with letter-sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 9	Students will recognize initial sounds.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 10	Students will show understanding of common story elements (character, setting, and plot).	<b>1.3 PK.C</b> With prompting and support, answer questions to identify characters, settings, and major events in a story.
Day 11	Students will recognize some high-frequency words.	1.1 PK.D Develop beginning phonics and word skills.
Day 12	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 13	Students will orally segment and blend onsets and rime.	<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 14	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	<ul> <li>1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</li> <li>1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul>
Day 15	Students will orally segment and blend onsets and rime.	<ul> <li>1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</li> <li>1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</li> <li>1.3 PK.E With prompting and support, recognize common types of texts.</li> </ul>
Day 16	Students will recognize some high-frequency words.	1.1 PK.D Develop beginning phonics and word skills.

# Blueprint for Early Literacy, Theme 7 PA Standards Alignment, MTP

	Students will become increasingly familiar with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 18		<b>1.1 PK.C</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 19	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.

### Blueprint for Early Literacy, Theme 7 PA Standards Alignment, IRA

	IRA Objective	PA
Day 1	Students will recall important facts from an informational book.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Day 2	Students will think about what the author inferred, or meant even when it's not stated.	<ul> <li>1.2 PK.B Answer questions about a text.</li> <li>1.2 PK.C With prompting and support, make connections between information in a text and personal experience.</li> <li>1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.</li> <li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li> <li>1.3 PK.G Describe pictures in books using detail.</li> <li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li> </ul>
Day 3	Students will recount important facts from an informational book.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Day 4	Students will make and confirm predictions about what may happen in a story.	<ul><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li><li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li></ul>
Day 5	Students will retell a familiar story in sequence with picture supports or props.	<ul><li>1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</li><li>1.2 PK.G With prompting and support, answer questions to connect illustrations to the written word.</li></ul>
Day 6	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	1.1 PK.E Emerging to read emergent reader text with purpose and understanding.
Day 7	Students will recognize words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will make and confirm predictions about what may happen in a story.	1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).     1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.
Day 9	Students will make connections between what happens in a text and what came before (cause and effect).	<ul><li>1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</li><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li></ul>
Day 10	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	1.1 PK.E Emerging to read emergent reader text with purpose and understanding.

#### Blueprint for Early Literacy, Theme 7 PA Standards Alignment, IRA

	Students will make and confirm predictions about what may	1.3 PK.B Answer questions about a particular story (who, what, how, when, and
Day 11	happen in the story.	where).
Day 11		1.3 PK.K With prompting and support, actively engage in group reading activities
		with purpose and understanding.
Day 12	Students will show an understanding of basic story elements,	1.3 PK.C With prompting and support, answer questions to identify characters,
Day 12	including character, plot and setting.	settings, and major events in a story.
	Students will compare and contrast the similarities and	1.2 PK.I With prompting and support, identify basic similarities and differences
Day 13	differences within a text and across texts.	between two texts read aloud on the same topic.
Day 13		1.3 PK.H Answer questions to compare and contrast the adventures and
		experiences of characters in familiar stories.
	Students will compare and contrast the similarities and	1.2 PK.I With prompting and support, identify basic similarities and differences
Day 14	differences within a text and across texts.	between two texts read aloud on the same topic.
Day 14		1.3 PK.H Answer questions to compare and contrast the adventures and
		experiences of characters in familiar stories.
	Students will begin to identify their favorite books.	1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests,
		speaking clearly enough to be understood by most audiences.
Day 15		1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking
		clearly enough to be understood by most audiences.
		1.3 PK.E With prompting and support, recognize common types of texts.
	Students will make and confirm predictions about what may	1.3 PK.B Answer questions about a particular story (who, what, how, when, and
Day 16	happen in a story.	where).
		1.3 PK.K With prompting and support, actively engage in group reading activities
		with purpose and understanding.
	Students will show a steady increase in receptive and	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	expressive vocabulary.	read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.
Day 17		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
		read to.
	Students will join in on refrains or repeated sentences,	1.1 PK.E Emerging to read emergent reader text with purpose and understanding.
Day 18	phrases and words while participating in oral reading	1.11 N.L Linerging to read entergent reader text with purpose and understanding.
Day 10		
	activities.	

#### Blueprint for Early Literacy, Theme 7 PA Standards Alignment, IRA

Day 19	Students will make and confirm predictions about what may happen in a story.	<ul><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li><li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li></ul>
Day 20	Students will show steady increase in receptive and expressive vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.G Describe pictures in books using detail.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>

### Blueprint for Early Literacy, Theme 8 PA Standards Alignment, MTP

	MTP Objective	PA
Day 1	Students will recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 2	Students will begin to demonstrate basic knowledge of letters and letter-sound correspondences.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
,	Students will produce words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
,	Students will develop increasing familiarity with common lettersound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 5	Students will determine the meaning of multiple meaning words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 6	Students will recognize high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 7	Students will orally segment and blend onsets and rimes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will become increasingly familiar with common lettersound relationships.	1.1 PK.D Develop beginning phonics and word skills.
,	Students will form regular plural nouns by adding /s/ or /es./	1.5 PK.G Demonstrate command of the conventions of standard English when speaking based on pre-kindergarten level and content.
Day 10	Students will recognize words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

# Blueprint for Early Literacy, Theme 8 PA Standards Alignment, MTP

Day 11	Students will recognize a high-frequency word.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 12	Students will use a combination of drawing, dictating and writing to teach information.	<ul> <li>1.4 PK.M Dictate narratives to describe real or imagined experiences or events.</li> <li>1.4 PK.N Establish "who" and "what" the narrative will be about.</li> <li>1.4 PK.O With prompting and support, describe experiences and events.</li> <li>1.4 PK.P Recount a single event and tell about the events in the order in which they occurred.</li> </ul>
Day 13	Students will demonstrate an understanding of syllables.	
Day 14	Students will demonstrate an understanding of syllables.	
Day 15	Students will develop increasing familiarity with common lettersound relationships.	1.1 PK.D Develop beginning phonics and word skills.
·	Students will recognize a high-frequency word.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. 1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to. 1.3 PK.F Answer questions about unfamiliar words read aloud from a story. 1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
Day 17	Students will distinguish shades of meaning among adjectives sharing the same general characteristics.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. 1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud. 1.3 PK.F Answer questions about unfamiliar words read aloud from a story. 1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.
Day 18	Students will orally segment and blend two phonemes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 19	Students will determine or clarify the meaning of multiple meanings words.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. 1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud. 1.3 PK.F Answer questions about unfamiliar words read aloud from a story. 1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.
Day 20	Students will orally segment and blend two phonemes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

#### Blueprint for Early Literacy, Theme 8 PA Standards Alignment, IRA

	IRA Objective	PA State Standard
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	1.2 PK. C With prompting and support, make connections between information in a text and personal experience.
Day 2	Students will recount important facts from an informational text.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Day 3	Students will begin to recognize the main idea of the text.	1.2 PK.A With prompting and support, retell key details of a text that support a provided main idea. 1.2 PK.B Answer questions abut a text.
Day 4	Students will differentiate between fiction and nonfiction texts by distinguishing characteristics.	1.3 PK.E With prompting and support, recognize common types of text.
Day 5	Students will show a steady increase in receptive and expressive vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.G Describe pictures in books using detail.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 6	Students will ask questions to better understand the text.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 7	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading acts.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will recount important facts from an informational text.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Day 9	Students will recognize basic features of informational text.	1.2 PK.B Answer questions about a text. 1.2 PK.E Identify the front cover, back cover, and title page of a book.
Day 10	Students will recognize words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

# Blueprint for Early Literacy, Theme 8 PA Standards Alignment, IRA

	Students will make and confirm predictions about what may happen	1.3 PK.B Answer questions about a particular story (who, what, how,
Day 11	in a story.	when, and where).
Day !!		1.3 PK.K With prompting and support, actively engage in group
		reading activities with purpose and understanding.
Day 12	Students will begin to understand story structure.	1.3 PK.C With prompting and support, answer questions to identify
Day 12		characters, settings, and major events in a story.
	Students will show understanding of content-specific vocabulary.	1.2 PK.F With prompting and support, answer questions about
		unfamiliar words read aloud from a text.
Day 13		1.2 PK.J Use new vocabulary and phrases acquired in conversations
Day 13		and being read to.
		1.2 PK.K With prompting and support, clarify unknown words or
		phrases read aloud.
	Students will express opinions about ideas in a story.	1.5 PK.E Use simple sentences; express thoughts, feelings, and
Day 14		ideas, speaking clearly enough to be understood by most audiences.
Day 15	Students will demonstrate an understanding of syllables.	1.1 PK.C Demonstrate understanding of spoken words, syllables,
Day 13		and sounds (phonemes).
	Students will show an understanding of content-specific vocabulary.	1.2 PK.F With prompting and support, answer questions about
		unfamiliar words read aloud from a text.
Day 16		1.2 PK.J Use new vocabulary and phrases acquired in conversations
Day 10		and being read to.
		1.2 PK.K With prompting and support, clarify unknown words or
		phrases read aloud.
Day 17	Students will understand story structure.	1.3 PK.A With prompting and support, retell a familiar story in a
Day 17		sequence with picture support.
	Students will infer a character's feelings.	1.2 PK.C With prompting and support, make connections between
		information in a text and personal experience.
		1.2 PK.L With prompting and support, actively engage in group
		reading activities with purpose and understanding.
Day 18		1.3 PK.C With prompting and support, answer questions to identify
		characters, settings, and major events in a story.
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.K With prompting and support, actively engage in group
		reading activities with purpose and understanding.
Day 10	Students will recount important facts from an informational text.	1.2 PK.A With prompting and support, retell key details of text that
Day 19		support a provided main idea.

#### Blueprint for Early Literacy, Theme 8 PA Standards Alignment, IRA

	Students will begin to identify and share their favorite books and explain why.	<ul> <li>1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.</li> <li>1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.</li> <li>1.3 PK.E With prompting and support, recognize common types of texts.</li> </ul>
--	---	--

#### Blueprint for Early Literacy, Theme 9 PA Standards Alignment, MTP

	MTP Objective	PA State Standard
Day 1	Students will recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 2	Students will understand and use sensory words.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.  1.3 PK.F Answer questions about unfamiliar words read aloud from a story.  1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
Day 3	Students will understand and use sensory words.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text. 1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to. 1.3 PK.F Answer questions about unfamiliar words read aloud from a story. 1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
Day 4	Students will orally segment and blend onsets and rimes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 5	Students will produce words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 6	Students will recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>

#### Blueprint for Early Literacy, Theme 9 PA Standards Alignment, MTP

		1.2 PK.F With prompting and support, answer questions about unfamiliar
	(e.g., duck or bat).	words read aloud from a text.
		1.2 PK.K With prompting and support, clarify unknown words or phrases
Day 7		read aloud.
Day 1		1.3 PK.F Answer questions about unfamiliar words read aloud from a
		story.
		1.3 PK.I With prompting and support, clarify unknown words or phrases
		read aloud.
Day 8	Students will orally segment and blend two phonemes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and
Day 6		sounds (phonemes).
Day 9	Students will orally blend and segment two phonemes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and
Day 9		sounds (phonemes).
Day 10	Students will produce words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and
Day 10		sounds (phonemes).
	Students will recognize some high-frequency words.	1.2 PK.F With prompting and support, answer questions about unfamiliar
		words read aloud from a text. 1.2 PK.J Use new vocabulary and phrases
Doy 11		aquired in conversations and being read to. 1.3 PK.F Answer questions
Day 11		about unfamiliar words read aloud from a story. 1.3 PK.J Use new
		vocabulary and phrases acquired in conversations and being read to.
	Students will understand shades of meaning among common verbs	1.2 PK.F With prompting and support, answer questions about unfamiliar
	sharing the same general action (e.g., walk, strut, march, prance).	words read aloud from a text.
	onaming the same general assisting engly main, strain, prantes).	1.2 PK.K With prompting and support, clarify unknown words or phrases
		read aloud.
Day 12		1.3 PK.F Answer questions about unfamiliar words read aloud from a
		story.
		1.3 PK.I With prompting and support, clarify unknown words or phrases
		read aloud.
Day 13	Students will be able to hear and count words in a sentence.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and
Day 13		sounds (phonemes).
Doy 4.4	Students will be able to hear and count words in a sentence.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and
Day 14		sounds (phonemes).
Dov 15	Students will develop increasing familiarity with common letter-sound	1.1 PK.D Develop beginning phonics and word skills.
Day 15	relationships.	

#### Blueprint for Early Literacy, Theme 9 PA Standards Alignment, MTP

Day 16	Students will be able to recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a</li> </ul>
		story.  1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
	Students will be able to generate and investigate answers about topics of interest.	1.4 PK.V Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the
Day 18	Students will be able to hear and count words in a sentence.	chosen topic.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 19	Students will develop increasing familiarity with common letter-sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
	Students will begin to use a combination of drawing, dictating and writing to respond to a book or to express an opinion or preference.	<ul><li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li><li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li></ul>
Day 20		1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.     1.3 PK.F Answer questions about unfamiliar words read aloud from a
		story.  1.3 PK.G Describe pictures in books using detail.  1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.  1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.

#### Blueprint for Early Literacy, Theme 9 PA Standards Alignment, IRA

Students will make personal connections to what is being and and what is being flaught.		IRA Objective	PA State Standard
Students will show understanding of content-specific vocabulary.  Day 2  Students will see similarities and differences within a text and across texts.  Students will see similarities and differences within a text and across texts.  Students will see similarities and differences within a text and across texts.  Students will see similarities and differences within a text and across texts.  Students will think about what the character feels even when it's not stated.  Students will think about what the character feels even when it's not stated.  Students will orally segment and blend onsets and rimes.  Day 4  Students will orally segment and blend onsets and rimes.  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Students will make personal connections to what is being and what is being taught.  Students will show understanding of common features of in a text and personal experience.  1.2 PK. With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK. K With prompting and support, actively engage in group reading activities with purpose and understanding.  1.1 PK. C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK. R Shewer questions about a particular story (who, what, how, when, and where).  1.2 PK. C With prompting and support, actively engage in group reading activities with purpose and understanding.  1.1 PK. C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK. C With prompting and support, make connections between information in a text and personal experience.  1.2 PK. B Answer questions about a text.  1.2 PK. E With prompting and support, retell key details of text that support a provided main idea.  1.2 PK. E With prompting and support, retell key details of text that support a provided main idea.  1.2 PK. B Answer questions about a text.  1.3 PK. B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK. B Answer questions about	Day 1	·	, , ,
Day 2  Students will see similarities and differences within a text and aloud from a text.  1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.  1.2 PK.J With prompting and support, clarify unknown words or phrases read aloud.  1.2 PK.J With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.  1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.  1.2 PK.G Answer questions about a text.  1.2 PK.C With prompting and support, make connections between information in a text and personal experience.  1.3 PK.H With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.G Describe pictures in books using detail.  1.3 PK.G Describe pictures in books using detail.  1.3 PK.G Describe pictures in books using detail.  1.3 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.4 PK.C With prompting and support, actively engage in group reading activities with purpose and understanding.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.C With prompting and support, make connections between information in a text and personal experience.  1.2 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.K With prompting and support, make connections between information in a text and personal experience.  1.2 PK.B Answer questions about a text.  1.2 PK.B Answer questions about a text.  1.2 PK.B Answer questions about a text.  1.2 PK.B Clentifty the front cover, back cover, and title page of a book.  1.2 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A Banswer questions about a text.  1.3 PK.B Answer questions about a text.  1.4 PK.B Chemistrate understanding of spoken words, sylla	Day .		
Day 2  Students will see similarities and differences within a text and across texts.  Students will think about what the character feels even when it's not stated.  Day 4  Day 4  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Students will orally segment and blend onsets and rimes.  Day 7  Students will orally segment and blend onsets and rimes.  Day 7  Students will make personal connections to what is being read and what is being taught.  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational reads to the text.  Students will recount important facts from an informational feel as to the text.  Day 10  Students will recount important facts from an informational reads to the text.  Day 10  Students will recount important facts from an informational reads to the text.  Day 10  Students will recount important facts from an informational reads to the text.  Day 10  Students will recount important facts from an informational reads to the text.  Day 10  Students will recount important facts from an informational reads.  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will be able to explain how the title of the book reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Day 10  Students will recount important facts from an informational reads.  Da			
Day 3  Students will see similarities and differences within a text and across texts.  Students will see similarities and differences within a text and across texts.  Students will think about what the character feels even when it's not stated.  Day 4  Day 4  Day 4  Day 5  Students will orally segment and blend onsets and rimes.  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Students will make personal connections to what is being read and what is being steat.  Day 7  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 11  Students will be able to explain how the title of the book read to the state of the state state of the state state of text.  1.2 PK.B With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.  1.2 PK.B Answer questions about a text.  1.2 PK.B Answer questions about a text.  1.2 PK.B With prompting and support, make connections between informational text.  1.2 PK.B C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.B Answer questions about a text.  1.2 PK.B Awith prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.4 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.5 PK.B Awith prompting and support, retell key details of text that support a provided main idea.  1.5 PK.B Answer questions about a text.  1.6 PK.B Answer questions about a text.  1.7 PK.B Answer questions about a text.  1.8 PK.B Answer questions about a particular story (who, what, how, when, and where).		vocabulary.	
Students will see similarities and differences within a text and aloud.  1.2 PK.K With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.  1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.  1.2 PK.B Answer questions about a text.  1.2 PK.C With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.H With prompting and support, make connections between information in a text and personal experience.  1.2 PK.C With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.C Describe pictures in books using detail.  1.4 PK.C Bescribe pictures in books using detail.  1.5 PK.C With prompting and support, make connections between information i	Day 2		, , , , , , , , , , , , , , , , , , , ,
Students will see similarities and differences within a text and across texts.  Students will think about what the character feels even when it's not stated.  Day 4  Day 4  Day 4  Day 5  Students will orally segment and blend onsets and rimes.  Day 5  Students will make personal connections to what is being tax and and what is being tax and and what is being tax and wat is being tax and wat is being tax and and what is being tax and the finformational text.  Day 8  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 11  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  S			
Students will see similarities and differences within a text and across texts.  1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.  1.3 PK.I A nswer questions about a text.  1.2 PK. With prompting and support, added the same topic.  1.3 PK.I With prompting and support, make connections between information in a text and personal experience.  1.2 PK.I With prompting and support, make connections between information in a text and personal experience.  1.2 PK. With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.G Describe pictures in books using detail.  1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.G Describe pictures in books using detail.  1.3 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.4 PK.B Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.5 PK.B Answer questions about a text.  1.6 PK.B With prompting and support, indentify basic similarities and differences between two texts read aloud on the same topic.  1.5 PK.B Answer questions about a text.  1.6 PK.B Answer questions about a text.  1.7 PK.B Answer questions about a text.  1.8 PK.B With prompting and support, retell key details of text that support a provided main idea.  1.9 PK.B With prompting and support, retell key details of text that support a provided main idea.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.4 PK.B Demonstrate understanding of spoken words,			
Day 3 across texts.  between two texts read aloud on the same topic. 1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.  1.2 PK.B Answer questions about a text. 1.2 PK.C With prompting and support, make connections between information in a text and personal experience. 1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where). 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where). 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where). 1.3 PK.C Describe pictures in books using detail. 1.3 PK.C Demonstrate understanding. 1.3 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.2 PK.C With prompting and support, actively engage in group reading activities with purpose and understanding. 1.3 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.2 PK.C With prompting and support, make connections between information in a text and personal experience. 1.2 PK.C With prompting and support, make connections between information in a text and personal experience. 1.2 PK.C With prompting and support, make connections between information in a text and personal experience. 1.2 PK.B Answer questions about a text. 1.3 PK.B Answer questions about a text. 1.4 PK.B Lidentify the front cover, back cover, and title page of a book. 1.5 PK.B Answer questions about a text. 1.6 PK.B With prompting and support, retell key details of text that support a provided main idea. 1.5 PK.B Answer questions about a text. 1.6 PK.B With prompting and support, retell key details of text that support a provided main idea. 1.5 PK.B Answer questions about a text. 1.6 PK.B A			
Day 4  Day 4  Day 4  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Day 7  Students will make personal connections to what is being read and what is being taught.  Day 7  Students will show understanding of common features of informational text.  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational relates to the text.  Day 11  Students will be able to explain how the title of the book Day 11  Students will be able to explain how the title of the book Day 12  Students will recount important facts from informational texts.  Students will be able to explain how the title of the book Day 12  Students will recount important facts from informational texts.  Students will recount important facts from informational text.  Students will recount important facts from informational text.  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 11  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from informational text.  Day 12  Students will recount important facts from an informational text.  Day 11  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  Day 12  Students will recount			
Students will think about what the character feels even when it's not stated.  Day 4  Day 4  Day 4  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Students will orally segment and blend onsets and rimes.  Day 7  Students will orally segment and blend onsets and rimes.  Day 8  Students will orally segment and blend onsets and rimes.  Day 9  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 11  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  Day 13  Students will recount important facts from an informational text.  Day 14  Students will recount important facts from an informational text.  Day 15  Students will recount important facts from an informational text.  Day 16  Day 17  Day 18  Students will recount important facts from an informational text.  Day 19  Students will recount	Day 3	across texts.	· ·
Students will think about what the character feels even when it's not stated.  Day 4  Day 4  Day 4  Day 4  Day 5  Day 6  Day 7  Students will orally segment and blend onsets and rimes.  Day 7  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recognize words that rhyme.  Day 10  Day 10  Students will recognize words that rhyme.  Day 11  Students will be able to explain how the title of the book pay 12  Day 12  Students will graduant what the character feels even when it's not stated.  1.2 PK.B Answer questions about a text.  1.2 PK.C With prompting and support, actively engage in group reading activities with purpose and understanding.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a text.  1.2 PK.B Opecific pictures in books using detail.  1.3 PK.B C Describe pictures in books using detail.  1.3 PK.B Opecific pictures in books using details of pour peading activities with prompting and support, make connections between information in a text and personal exper			·
Day 4 Day 4 Day 4 Day 4 Day 5 Day 6 Day 7 Day 7 Day 7 Day 8 Day 8 Students will recount important facts from an informational text. Day 9 Students will recount important facts from an informational text. Day 9 Students will recount important facts from an informational text. Day 9 Students will recognize words that rhyme. Day 10 Students will recognize words that rhyme. Day 11 Students will recount important facts from informational text. Day 10 Students will recount important facts from informational relates to the text. Day 11 Students will recount important facts from informational texts.  1.2 PK.C With prompting and support, actively engage in group reading activities with purpose and understanding. 1.3 PK.G Describe pictures in books using detail. 1.4 PK.C Demonstrate understanding. 1.5 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.6 PK.C With prompting and support, make connections between information in a text and personal experience. 1.2 PK. B Answer questions about a text. 1.2 PK.B Answer questions about a text. 1.2 PK.A With prompting and support, retell key details of text that support a provided main idea. 1.2 PK.A With prompting and support, retell key details of text that support a provided main idea. 1.3 PK.B Answer questions about a text. 1.4 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.5 PK.A With prompting and support, retell key details of text that support a provided main idea. 1.6 PK.B Answer questions about a text. 1.7 PK.B Answer questions about a text. 1.8 PK.B Answer questions about a text. 1.9 PK.B Answer questions about a text			
Day 4  Day 4  Day 4  In a text and personal experience. 1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding. 1.3 PK.G Describe pictures in books using detail. 1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Students will make personal connections to what is being read and what is being taught.  Day 7  Students will show understanding of common features of informational text.  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  Day 11  Students will recognize words that rhyme.  Day 12  Students will recount important facts from informational texts.  Students will recognize words that rhyme.  Day 12  Students will recount important facts from informational texts.  Students will recognize words that rhyme.  Students will recognize words that rhyme.			·
Day 4    Day 4     1.2 PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.   1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).   1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.   Day 5   Students will orally segment and blend onsets and rimes.   1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   Day 6   Students will make personal connections to what is being read and what is being taught.   1.2 PK. C With prompting and support, make connections between information in a text and personal experience.   1.2 PK.B Answer questions about a text.   1.2 PK.B Identify the front cover, back cover, and title page of a book.   1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.   1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.   1.3 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1.3 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1.3 PK.B Answer questions about a text.   1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).   1.3 PK.B With prompting and support, retell key details of text that support a provided main idea.   1.3 PK.B Answer questions about a text.   1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).   1.3 PK.B With prompting and support, retell key details of text that support a provided main idea.   1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).   1.3 PK.B With prompting and support, retell key details of text that support and where).   1.3 PK.B With prompting and support, retell key details of text that support and w		it's not stated.	· · · · · · · · · · · · · · · · · · ·
Day 4  Day 4  Day 4  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Day 7  Students will show understanding of common features of informational text.  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recognize words that rhyme.  Day 10  Students will recount important facts from an informational text.  Day 11  Students will be able to explain how the title of the book related to the text.  Students will be able to explain how the title of the book related to the text.  Students will recount important facts from informational texts.  Students will recount important facts from informational text.  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  Students will recount important facts from an informational text.  1.2 PK. B With prompting and support, retell key details of text that support a provided main idea.  1.2 PK. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK. B Answer questions about a text.  1.3 PK. B Answer questions about a text.  1.4 PK. B Answer questions about a text.  1.5 PK. B Answer questions about a text.  1.6 PK. B Answer questions about a text.  1.7 PK. B Answer questions about a text.  1.8 PK. B Answer questions about a text.  1.9 PK. B Answer questions about a text.  1.9 PK. B Answer questions about a text.  1.1 PK. C Demonstrate understanding of text that support and where).			
1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.4 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.5 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.6 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.6 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.7 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.8 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.9 PK.B With prompting and support, retell key details of text that support a provided main idea.  1.9 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.9 PK.B Answer questions about a particular story (who, what, how, when, and where).			
and where).  1.3 PK.G Describe pictures in books using detail.  1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Day 7  Students will make personal connections to what is being read and what is being taught.  Day 7  Students will show understanding of common features of informational text.  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  Students will be able to explain how the title of the book part of the text.  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.  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.  Day 12  Students will be able to explain how the title of the book relates to the text.  Day 13  Students will recount important facts from informational texts.  Day 14  Students will be able to explain how the title of the book relates to the text.  Day 15  Day 16  Day 17  Students will be able to explain how the title of the book relates to the text.  Day 17  Students will recount important facts from informational texts.  Day 18  Day 19  Day 10  Day 11  Day 11  Day 11  Day 12  Day 12  Day 13  Day 14  Day 15  Day 16  Day 17  Day 18  Day 18  Day 19  Day	Day 4		· ·
1.3 PK.G Describe pictures in books using detail. 1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.  Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Students will make personal connections to what is being read and what is being taught.  Day 7  Students will show understanding of common features of informational text.  Day 8  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11  Students will recount important facts from informational text.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11  Students will recount important facts from informational text.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11  Students will recount important facts from informational texts.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  3 PK.B Answer questions about a text.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Day 12  Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	·		· · · · · · · · · · · · · · · · · · ·
Day 5  Students will orally segment and blend onsets and rimes.  Day 6  Students will make personal connections to what is being read and what is being taught.  Day 7  Students will show understanding of common features of informational text.  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 11  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 11  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  1.2 PK. B Answer questions about a text.  1.2 PK. A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK. B Answer questions about a text.  1.3 PK. C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK. B Answer questions about a text.  1.3 PK. B Answer questions about a text.  1.4 PK. C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.5 PK. B Answer questions about a text.  1.6 PK. B Answer questions about a text.  1.7 PK. B Answer questions about a text.  1.8 PK. B Answer questions about a text.  1.9 PK. B Answer questions about a text.  1.1 PK. C Demonstrate understanding of text that support a pr			,
Day 5 Students will orally segment and blend onsets and rimes.  Day 6 Day 7 Students will make personal connections to what is being read and what is being taught.  Day 7 Students will show understanding of common features of informational text.  Day 8 Students will recount important facts from an informational text.  Day 9 Students will recount important facts from an informational text.  Day 10 Students will recognize words that rhyme.  Students will recognize words that rhyme.  Day 11 Students will recount important facts from informational text.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11 Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 12 Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 12 Students will recognize words that rhyme informational texts.  Day 13 Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).			
Day 5  Students will make personal connections to what is being read and what is being taught.  Day 7  Day 8  Students will make personal connections to what is being read and what is being taught.  Day 8  Students will show understanding of common features of informational text.  Day 9  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  Students will recognize words that rhyme.  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11  Students will recount important facts from informational texts.  Students will recognize words that rhyme.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11  Students will recount important facts from informational texts.  Day 12  Students will recount important facts from informational texts.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).			
Day 6 Day 7 Students will make personal connections to what is being read and what is being taught.  Day 7 Students will show understanding of common features of informational text.  Day 8 Students will recount important facts from an informational text.  Day 9 Students will recount important facts from an informational text.  Day 10 Students will recognize words that rhyme.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11 Students will recount important facts from informational texts.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11 Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Students will recognize words that rhyme.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 12 Students will recognize words that rhyme.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).		Students will exally exament and bland exacts and rimes	
Day 6  Students will make personal connections to what is being read and what is being taught.  Day 7  Students will show understanding of common features of informational text.  Day 8  Students will recount important facts from an informational text.  Day 9  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  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 text.  Students will recount important facts from informational text.  Students will recognize words that rhyme.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11  Students will recount important facts from informational texts.  Students will be able to explain how the title of the book relates to the text.  Students will recount important facts from informational texts.  1.2 PK. C With prompting and support, make connections between information in a text and personal experience.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, make connections between information in a text and personal experience.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.4 PK.B Answer questions about a text.  1.5 PK.B Answer questions about a text.  1.6 PK.B Answer questions about a text.  1.7 PK.B Answer questions about a text.  1.8 PK.B Answer questi	Day 5	Students will draily segment and blend onsets and nimes.	e i
Day 7 Students will show understanding of common features of informational text.  Day 8 Students will recount important facts from an informational text.  Day 9 Students will recount important facts from an informational text.  Day 10 Students will recognize words that rhyme.  Day 11 Fedates to the text.  Day 12 Students will recount important facts from informational text.  Day 12 Students will recount important facts from an informational text.  Day 12 Students will recognize words that rhyme.  Day 13 Students will recognize words that rhyme.  Day 14 Students will recognize words that rhyme.  Day 15 Students will recognize words that rhyme.  Day 16 Students will recognize words that rhyme.  Day 17 Students will recognize words that rhyme.  Day 18 Students will recognize words from an informational text.  Day 19 Students will recognize words that rhyme.  Day 10 Students will recognize words that rhyme.  Day 11 Fedates to the text.  Day 12 Students will recount important facts from informational texts.  Day 12 Students will recount important facts from informational texts.  Day 12 Students will recount important facts from informational texts.  Day 12 Students will recount important facts from informational texts.  Day 12 Students will recount important facts from informational texts.  Day 12 Students will recount important facts from informational texts.  Day 15 PK.B Answer questions about a particular story (who, what, how, when, and where).  Day 17 PK.B Answer questions about a particular story (who, what, how, when, and where).		Students will make personal connections to what is being	
Day 7 Students will show understanding of common features of informational text.  Day 8 Students will recount important facts from an informational text.  Day 9 Students will recount important facts from an informational text.  Day 10 Students will recount important facts from an informational text.  Day 10 Students will recount important facts from an informational text.  Day 10 Students will recognize words that rhyme.  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11 Students will recount important facts from informational texts.  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.  1.2 PK.B Answer questions about a text.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Day 12 Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, retell key details of text that support a	Day 6	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·
Day 8 Students will recount important facts from an informational text.  Day 9 Students will recount important facts from an informational text.  Day 10  Day 11  Day 12  Students will recount important facts from an informational text.  Day 12  Students will recount important facts from an informational text.  Day 10  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Students will be able to explain how the title of the book relates to the text.  Day 11  Students will recount important facts from informational texts.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Day 12  Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, retell key details of text that support a			
Day 8 Students will recount important facts from an informational text.  Day 9 Day 10 Students will recount important facts from an informational text.  Day 11 Day 12 Students will recount important facts from an informational text.  Day 12 Students will recount important facts from an informational facts from an informational provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	Day 7	<u> </u>	·
text. provided main idea.  Day 9  Students will recount important facts from an informational text. provided main idea.  Day 10  Students will recognize words that rhyme. 1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Students will be able to explain how the title of the book relates to the text. 1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Day 12  Students will recount important facts from informational texts. 1.2 PK.A With prompting and support, retell key details of text that support a			
Day 9  Students will recount important facts from an informational text.  Day 10  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Day 11  Day 12  Students will recognize words that rhyme.  Students will be able to explain how the title of the book relates to the text.  Students will be able to explain how the title of the book relates to the text.  Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, retell key details of text that support a	Day 8	· ·	· · · · · · · · · · · · · · · · · · ·
text. provided main idea.  Day 10  Students will recognize words that rhyme.  Students will be able to explain how the title of the book play 11  Day 11  Day 12  The provided main idea.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, retell key details of text that support a			
Day 10 Students will recognize words that rhyme.  Students will recognize words that rhyme.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Students will be able to explain how the title of the book relates to the text.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Students will recognize words that rhyme.  1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.2 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).	Day 9	· ·	
Day 10 (phonemes).  Students will be able to explain how the title of the book Day 11 relates to the text.  Day 12 Students will recount important facts from informational texts.  (phonemes).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.2 PK.A With prompting and support, retell key details of text that support a	5 40		
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.  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.2 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.3 PK.B Answer questions about a text.  1.4 PK.B Answer questions about a text.  1.5 PK.B Answer questions about a text.  1.6 PK.B Answer questions about a text.  1.7 PK.B Answer questions about a text.  1.8 PK.B Answer questions about a text.  1.9 PK.B Answer questions about a text.  1.10 PK.B Answer questions about a text.	Day 10	,	e i
Day 11 relates to the text.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  Day 12 Students will recount important facts from informational texts.  1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).  1.4 PK.B Answer questions about a particular story (who, what, how, when, and where).		Students will be able to explain how the title of the book	
and where).  Day 12 Students will recount important facts from informational texts.  1.2 PK.A With prompting and support, retell key details of text that support a		·	
Day 12 Students will recount important facts from informational texts. 1.2 PK.A With prompting and support, retell key details of text that support a			
	Day 40	Students will recount important facts from informational texts.	
provided main idea.	Day 12	·	provided main idea.

#### Blueprint for Early Literacy, Theme 9 PA Standards Alignment, IRA

Day 13	Students will show an understanding of content-specific vocabulary words.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.  1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.
Day 14	Students will show understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 15	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	1.1 PK.E Emerging to read emergent reader text with purpose and understanding.
Day 16	Students will be able to explain how the title of the book relates to the text.	<ul><li>1.2 PK.B Answer questions about a text.</li><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li></ul>
Day 17	Students will be able to recount important facts from an informational texts.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Day 18	Students will be able to make connections between what happens in a text and what came before (cause and effect).	<ul><li>1.3 PK.A With prompting and support, retell a familiar story in a sequence with picture support.</li><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li></ul>
Day 19	Students will be able to recount important facts from informational texts.	1.2 PK.A With prompting and support, retell key details of text that support a provided main idea.
Day 20	Students will be able to identify and share their favorite book and explain why.	1.5 PK.D Use simple sentences; share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences.  1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences.  1.3 PK.E With prompting and support, recognize common types of texts.

## Blueprint for Early Literacy, Theme 10 PA Standards Alignment, MTP

	MTP Objective	PA State Standard
Day 1	Students will recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 2	Students will increase their familiarity with common lettersound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 3	Students will orally segment and blend two phonemes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 4	Students will orally segment and blend two phonemes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 5	Students will hear and count words in a sentence.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 6	Students will recognize some high-frequency words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 7	Students will produce words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will determine or clarify the meaning of multiple meaning words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>

## Blueprint for Early Literacy, Theme 10 PA Standards Alignment, MTP

Day 9	Students will determines or clarify the meaning of multiple meaning words.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 10	Students will hear and count words in a sentence.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 11	Students will recognize some high-frequency words.	1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.  1.2 PK.J Use new vocabulary and phrases aquired in conversations and being read to.  1.3 PK.F Answer questions about unfamiliar words read aloud from a story.  1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.
Day 12	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 13	Students will match lower-case and upper-case letters.	1.1 PK.D Develop beginning phonics and word skills.
Day 14	Students will orally segments and blends two phonemes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 16	Students will begin to recognize some high-frequency words.	1.1 PK.D Develop beginning phonics and word skills.
Day 17	Students will identify and produce rhymes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 18	Students will develop increasing familiarity with common letter- sound relationships.	1.1 PK.D Develop beginning phonics and word skills.
Day 19	Students will experiment with using more complex grammar and parts of speech, exposing them to adverbs (e.g., gently).	
Day 20	Students will understand that writers can express opinions or preference.	1.4 PK.A Draw/dictate to compose informative/explanatory texts examining a topic.  1.4 PK.M Dictate narratives to describe real or imagined experiences or events.  1.4 PK.T With guidance and support from adults and peers, respond to questions and suggestions, add details as needed.

## Blueprint for Early Literacy, Theme 10 PA Standards Alignment, IRA

	IRA Objective	PA
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	1.2 PK. C With prompting and support, make connections between information in a text and personal experience.
Day 2	Students will show their understanding of content-specific vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> </ul>
Day 3	Students will see similarities and differences within a text and across texts (compare and contrast).	<ul><li>1.2 PK.I With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic.</li><li>1.3 PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.</li></ul>
Day 4	Students will show a steady increase in receptive and expressive vocabulary.	<ul> <li>1.2 PK.F With prompting and support, answer questions about unfamiliar words read aloud from a text.</li> <li>1.2 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> <li>1.2 PK.K With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.F Answer questions about unfamiliar words read aloud from a story.</li> <li>1.3 PK.G Describe pictures in books using detail.</li> <li>1.3 PK.I With prompting and support, clarify unknown words or phrases read aloud.</li> <li>1.3 PK.J Use new vocabulary and phrases acquired in conversations and being read to.</li> </ul>
Day 5	Students will identify and produce rhymes.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 6	Students will make and confirm predictions about what may happen in a story.	<ul><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li><li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li></ul>
Day 7	Students will identify and produce words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Day 8	Students will identify number words in the story.	1.1 PK.B Identify basic features of print.
Day 9	Students will makes and confirm predictions about what may happen in a story.	<ul><li>1.3 PK.B Answer questions about a particular story (who, what, how, when, and where).</li><li>1.3 PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.</li></ul>

## Blueprint for Early Literacy, Theme 10 PA Standards Alignment, IRA

Day 10	Students will make connections between what happens in a	1.3 PK.A With prompting and support, retell a familiar story in a sequence with
	text and what came before (cause and effect).	picture support.
		1.3 PK.B Answer questions about a particular story (who, what, how, when, and
		where).
Day 11	Students will make and confirm predictions.	1.3 PK.B Answer questions about a particular story (who, what, how, when, and
		where).
		1.3 PK.K With prompting and support, actively engage in group reading
		activities with purpose and understanding.
Day 12	Students will show a steady increase in receptive and	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	expressive vocabulary.	read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.
		1.3 PK.F Answer questions about unfamiliar words read aloud from a story.
		1.3 PK.G Describe pictures in books using detail.
		1.3 PK.I With prompting and support, clarify unknown words or phrases read
		aloud.
		1.3 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
	Students will identify and explain how the title relates to the	1.2 PK.B Answer questions about a text.
Day 13	text.	1.3 PK.B Answer questions about a particular story (who, what, how, when, and
		where).
	Students will notice similarities and differences within and	1.2 PK.I With prompting and support, identify basic similarities and differences
Day 14	across texts.	between two texts read aloud on the same topic.
		1.3 PK.H Answer questions to compare and contrast the adventures and
		experiences of characters in familiar stories.
Day 15	Students will learn to recognize and isolate the beginning	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
	sound of a word.	(phonemes).
Day 16	Students will recall details from a text.	1.2 PK.A With prompting and support, retell key details of text that support a
		provided main idea.
		1.2 PK.B Answer questions about a text.
		1.3 PK.B Answer questions about a particular story (who, what, how, when, and
	Ctudente will recognize words that the mass	where).
Day 17	Students will recognize words that rhyme.	1.1 PK.C Demonstrate understanding of spoken words, syllables, and sounds
		(phonemes).

## Blueprint for Early Literacy, Theme 10 PA Standards Alignment, IRA

Day 18	Students will show understanding of content-specific	1.2 PK.F With prompting and support, answer questions about unfamiliar words
	vocabulary.	read aloud from a text.
		1.2 PK.J Use new vocabulary and phrases acquired in conversations and being
		read to.
		1.2 PK.K With prompting and support, clarify unknown words or phrases read
		aloud.
Day 19	Students will begin to recognize the main idea.	1.2 PK.A With prompting and support, retell key details of a text that support a
		provided main idea.
		1.2 PK.B Answer questions abut a text.
Day 20	Students will begin to identify their favorite books.	1.5 PK.D Use simple sentences; share stories, familiar experiences, and
		interests, speaking clearly enough to be understood by most audiences.
		1.5 PK.E Use simple sentences; express thoughts, feelings, and ideas,
		speaking clearly enough to be understood by most audiences.
		1.3 PK.E With prompting and support, recognize common types of texts.