

Blueprint for Early Literacy, Theme 1 - Welcome to School
TX Standards Alignment with Message Time Plus for Weeks 1 and 2

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
<i>Day 1</i>	Students will recognize that writing is a way of communicating and serves different purposes.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
<i>Day 2</i>	Students will recognize that writing is a way of communicating and serves different purposes.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 3</i>	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 4</i>	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 5</i>	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 6</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 7</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 8</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 9</i>	Students will distinguish between print and illustrations.	*b1 (D) recognize the difference between a letter and a printed word
<i>Day 10</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 11</i>	Students will recognize that spoken words are represented in written language.	*b1 (A) recognize that spoken words can be represented by print for communication
<i>Day 12</i>	Students will show a steady increase in receptive and expressive vocabulary.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence

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<i>Day 13</i>	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 14</i>	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 15</i>	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 16</i>	Students will show a steady increase in receptive and expressive vocabulary.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 17</i>	Students will distinguish between print and illustrations.	*b1 (D) recognize the difference between a letter and a printed word
<i>Day 18</i>	Students will name and describe actual or pictured objects.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 19</i>	Students will show a steady increase in their receptive and expressive vocabulary.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 20</i>	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will show interest in listening to a variety of texts.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will actively listen to others as they read or talk.	*21(A) listen attentively by facing speakers and asking questions to clarify information
Day 3	Students will actively listen to others as they read and talk.	*21(A) listen attentively by facing speakers and asking questions to clarify information
Day 4	Students will actively listen to others as they read or talk.	*21(A) listen attentively by facing speakers and asking questions to clarify information
Day 5	Students will actively listen to others as they read or talk.	*21(A) listen attentively by facing speakers and asking questions to clarify information
Day 6	Students will demonstrate proper use and care of books.	(F) Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
Day 7	Students will demonstrate proper use and care of books.	(F) Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
Day 8	Students will point out basic features of a book.	(G) Identify different parts of a book (e.g., front and back covers, title page).
Day 9	Students will actively listen to others as they read or talk.	*21(A) listen attentively by facing speakers and asking questions to clarify information
Day 10	Students will demonstrate an understanding that books are read for enjoyment and information.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 13	Students will make personal connections to what is read aloud and what is being taught.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 14	Students will recall basic details in a text.	*b6(A) identify elements of a story including setting, character, and key events
Day 15	Students will recall basic details in a text.	*b6(A) identify elements of a story including setting, character, and key events
Day 16	Students will show understanding of content-specific vocabulary.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 17	Students will demonstrate an understanding that we read for enjoyment and information.	*b6(A) identify elements of a story including setting, character, and key events
Day 18	Students will name and describe actual or pictured objects.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations

<i>Day 19</i>	Students will show an understanding of content-specific vocabulary.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
<i>Day 20</i>	Students will use newly learned vocabulary on multiple occasions and in a variety of contexts.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
<i>Day 1</i>	Students will understand the concept of a word.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
<i>Day 2</i>	Students will understand the concept of a letter.	b1 (D) recognize the difference between a letter and a printed word
<i>Day 3</i>	Students will understand that letters form words.	b1 (D) recognize the difference between a letter and a printed word
<i>Day 4</i>	Students will understand that letters form words.	b1 (D) recognize the difference between a letter and a printed word
<i>Day 5</i>	Students will become increasingly familiar with common letter-sound relationships.	b3 (A) identify the common sounds that letters represent
<i>Day 6</i>	Students will become increasingly familiar with common letter-sound relationships.	b3 (A) identify the common sounds that letters represent
<i>Day 7</i>	Students will become increasingly familiar with common letter-sound relationships.	b3 (A) identify the common sounds that letters represent
<i>Day 8</i>	Students will become increasingly familiar with common letter-sound relationships.	b3 (A) identify the common sounds that letters represent
<i>Day 9</i>	Students will become increasingly familiar with common letter-sound relationships.	b3 (A) identify the common sounds that letters represent
<i>Day 10</i>	Students will use a combination of drawing, dictating and writing to compose narratives describing real or imagined experiences or events.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 11</i>	Students will use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
<i>Day 12</i>	Students will demonstrate an understanding of content-specific vocabulary.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
<i>Day 13</i>	Students will demonstrate an understanding of content-specific vocabulary.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
<i>Day 14</i>	Students will demonstrate an understanding of content-specific vocabulary.	(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
<i>Day 15</i>	Students will demonstrate an understanding of frequently used words and their opposites.	b3 (D) identify and read at least 25 high-frequency words from a commonly used list
<i>Day 16</i>	Students will demonstrate an understanding of frequently used words and their opposites.	b3 (D) identify and read at least 25 high-frequency words from a commonly used list
<i>Day 17</i>	Students will demonstrate an understanding of frequently used words and their opposites.	b3 (D) identify and read at least 25 high-frequency words from a commonly used list
<i>Day 18</i>	Students will form regular plural nouns by adding /s/ or /es/.	22(A) share information and ideas by speaking audibly and clearly using the conventions of language

<i>Day 19</i>	Students will form regular plural nouns by adding /s/ or /es/.	22(A) share information and ideas by speaking audibly and clearly using the conventions of language
<i>Day 20</i>	Students will understand that writers can express opinions or preferences.	22(A) share information and ideas by speaking audibly and clearly using the conventions of language

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will engage and respond appropriately in the turn-taking of conversation.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will name and describe actual or pictured objects.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 3	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 4	Students will make personal connections to what is being read aloud and what is being taught.	B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 5	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	*6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading
Day 6	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 7	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 8	Student will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 9	Students will show understanding of common story elements.	*b6 (A) identify elements of a story including setting, character, and key events
Day 10	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 11	Students will identify and explain how the title of a book relates to the text.	*b8 (A) retell a main event from a story read aloud
Day 12	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 13	Students will understand and use temporal words (first, next, last).	*b14 (A) dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 14	Students will identify the role of the author and illustrator in a book.	(G) Identify different parts of a book
Day 15	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 16	Students will show understanding of common story elements.	*b6 (A) identify elements of a story including setting, character, and key events
Day 17	Students will retell a familiar story in sequence with picture support or props.	(B) Retell important facts in a text, heard or read
Day 18	Students will begin to identify and explain how the title of a book relates to the text.	*b8 (A) retell a main event from a story read aloud

<i>Day 19</i>	Students will retell a familiar story in sequence with picture support or props.	(B) Retell important facts in a text, heard or read
<i>Day 20</i>	Students will identify and share favorite books and explain why.	*b6 (A) identify elements of a story including setting, character, and key events

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will develop increasing familiarity with common letter-sound relationships.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 3	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 5	Students will demonstrate their understanding of frequently used words and their opposites.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 6	Students will recognize print that is relevant in their environment.	*b1 (A) recognize that spoken words can be represented by print for communication
Day 7	Students will recognize that writing is a way of communicating and serves different purposes.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 8	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 9	Students will recognize that writing is a way of communicating and serves different purposes.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 10	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 11	Students will recognize that writing is a way of communicating and serves different purposes.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 12	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 13	Students will understand and use position words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 14	Students will follow words from left to right.	*b1 (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
Day 15	Students will express preferences or opinions.	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 16	Students will generate content and topics for writing.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 17	Students will use newly-learned vocabulary on multiple occasions and in a variety of contexts.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 18	Students will understand and use sensory words.	*b6 (C) recognize sensory detail
Day 19	Students will use a combination of drawing, dictating and writing to teach information.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence

Day 20 Students will recognize words that rhyme.

III.B.6. Child can produce a word that rhymes with a given word

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will show interest in words and word play.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will show understanding of common story elements.	*b6 (A) identify elements of a story including setting, character, and key events
Day 3	Students will show where reading begins on a page.	*b1 (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
Day 4	Students will show understanding of common story elements.	*b6 (A) identify elements of a story including setting, character, and key events
Day 5	Students will demonstrate understanding of frequently used words and their opposites.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 6	Students will recognize relevant print in their environment.	*b1 (A) recognize that spoken words can be represented by print for communication
Day 7	Students will recognize relevant print in their environment.	*b1 (A) recognize that spoken words can be represented by print for communication
Day 8	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	*6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading
Day 9	Students will name and describe actual or pictured objects.	
Day 10	Students will recognize that writing is a way of communicating and serves different purposes.	
Day 11	Students will recall basic details in a text.	*b6 (A) identify elements of a story including setting, character, and key events
Day 12	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 13	Students will understand and use position words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 14	Students will show where reading begins on a page.	*b1 (F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right
Day 15	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 16	Students will recall basic details in a text.	
Day 17	Students will show their understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations

Day 18	Students will show a steady increase in receptive and expressive vocabulary.	
Day 19	Students will make and confirm predictions about what may happen in a story.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 20	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word

	<i>MTP Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will segment and blend syllables.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will increase their familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 3	Students will recognize some simple punctuation.	*b17 (C) use punctuation at the end of a sentence
Day 4	Students will recognize and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 5	Students will become familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 6	Students will segment and blend syllables.	III.B.4. Child combines syllables into words
Day 7	Students will segment and blend syllables.	III.B.4. Child combines syllables into words
Day 8	Students will match some uppercase and lowercase letters.	*b1 B) identify upper- and lower-case letters
Day 9	Students will match some uppercase and lowercase letters.	*b1 B) identify upper- and lower-case letters
Day 10	Students will begin to recognize some simple punctuation.	*b17 (C) use punctuation at the end of a sentence.
Day 11	Students will be able to distinguish letters from numbers.	*b1 (D) recognize the difference between a letter and a printed word
Day 12	Students will be able to distinguish letters from numbers.	*b1 (D) recognize the difference between a letter and a printed word
Day 13	Students will recognize and orally produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 14	Students will recognize and orally produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 15	Students will begin to recognize some simple punctuation.	*b17 (C) use punctuation at the end of a sentence
Day 16	Students will identify the beginning letter in some frequently seen words.	*b1 B) identify upper- and lower-case letters
Day 17	Students will form plural nouns by adding /s/ or /es./	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 18	Students will show their understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 19	Students will identify the beginning letter in some frequently seen words.	*b1 B) identify upper- and lower-case letters
Day 20	Students will understand the concept of a word.	*b1 (D) recognize the difference between a letter and a printed word

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make and confirm predictions about what may happen in a story.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will begin to think about, or infer, what the character feels even when it's not stated.	*b8 (B) describe characters in a story and the reasons for their actions
Day 3	Students will recall basic details in a text.	*b6 (A) identify elements of a story including setting, character, and key events
Day 4	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 5	Students will understand and use sensory words.	*b6 (C) recognize sensory details
Day 6	Students will recount important facts from an informational text.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 7	Students will begin to recognize the main idea of a text.	*b8 (A) retell a main event from a story read aloud
Day 8	Students will differentiate between fiction and nonfiction.	*b10 (B) Retell important facts in a text, heard or read
Day 9	Students will see the similarities and differences within a text.	III. B.3. Child deletes a word from a compound word
Day 10	Students will understand and use question words.	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 11	Students will differentiate between fiction and nonfiction.	*b10 (B) Retell important facts in a text, heard or read
Day 12	Students will begin to retell a familiar story in sequence.	*b1 (D) recognize the difference between a letter and a printed word
Day 13	Students will recall details in a text.	*b6 (A) identify elements of a story including setting, character, and key events
Day 14	Students will distinguish the shades of meaning among common verbs sharing the same general action.	*b16 A (iii) descriptive words
Day 15	Students will begin to recognize the main idea of a text.	*b8 (A) retell a main event from a story read aloud
Day 16	Students will begin to see similarities and differences within a text and across text.	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
Day 17	Students will think about what the character feels even when it's not stated.	*b (10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why
Day 18	Students will show their understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 19	Students will show their understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 20	Students will identify and share their favorite books and explain why.	*b6 (A) identify elements of a story including setting, character, and key events

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	(B) Discuss the big idea (theme) of a wellknown folktale or fable and connect it to personal experience;
Day 2	Students will understand that words are separated by spaces in print.	*b1 (E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)
Day 3	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 4	Students will distinguish shades of meaning among common verbs sharing the same general action.	*b16 A (iii) descriptive words
Day 5	Students will understand and use sensory words.	*b6 (C) recognize sensory details; and
Day 6	Students will be able to recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 7	Students will be able to understand the difference between a question and a statement.	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language.
Day 8	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 9	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 10	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 11	Students will be able to recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 12	Students will recognize and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word.
Day 13	Students will become familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 14	Students will become familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 15	Students will begin to distinguish numbers from letters.	III.C.1. Child names at least 20 upper and at least 20 lower case letters
Day 16	Students will recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 17	Students will increase their familiarity with letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 18	Students will be able to segment and blend syllables.	III.B.4. Child combines syllables into words
Day 19	Students will recognize and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word

Day 20	Students will distinguish shades of meaning among common verbs sharing the same general action.	*b16 A (iii) descriptive words
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	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make and confirm predictions about what may happen in a story.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will begin to recognize the main idea of the text.	*b8 (A) retell a main event from a story read aloud
Day 3	Students will understand that words are separated by spaces in print.	*b1 (E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)
Day 4	Students will begin to understand story structure (beginning, middle, end).	*b9 (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events
Day 5	Students understand and use sensory words.	*b6 (C) recognize sensory details
Day 6	Students will recall details from a text.	*b6 (A) identify elements of a story including setting, character, and key events
Day 7	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 8	Students will ask questions to better understand the text.	*b4 (B) ask and respond to questions about texts read aloud
Day 9	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 10	Students will isolate the beginning sound of a word.	III.B.7. Child can produce a word that begins with the same sound as a given pair of words
Day 11	Students will recall basic details in a text.	*b6 (A) identify elements of a story including setting, character, and key events
Day 12	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 13	Students will make personal connections to what is being read aloud and what is being taught.	B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 14	Students will begin to understand story structure (beginning, middle and end).	*b9 (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events
Day 15	Students will begin to distinguish numbers from letters.	III.C.1. Child names at least 20 upper and at least 20 lower case letters.
Day 16	Students will begin to make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 17	Students will seek and generate alternative approaches to solving problems.	*b6 (A) identify elements of a story including setting, character, and key events
Day 18	Children can think about what the characters feel, even when it isn't stated (inferring).	*b8 (B) describe characters in a story and the reasons for their actions
Day 19	Students will begin to understand story structure – beginning, middle and end.	*b9 (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events
Day 20	Students will begin to identify their favorite books and explain why.	*b6 (A) identify elements of a story including setting, character, and key events

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will understand the difference between a question and a statement.	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 3	Students will understand the difference between a question and a statement.	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 4	Students will distinguish letters from numbers.	III.C.1. Child names at least 20 upper and at least 20 lower case letters
Day 5	Students will identify and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 6	Students will recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 7	Students will recognize and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 8	Students will become increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 9	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 10	Students will be able to segment and blend syllables.	III.B.4. Child combines syllables into words
Day 11	Students will recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	*b3 A) identify the common sounds that letters represent
Day 13	Students will distinguish shades of meaning among common verbs sharing the same general action.	*b16 A (iii) descriptive words
Day 14	Students will use a combination of drawing, dictating and writing to respond to a book or express an opinion or a preference.	*b3 A) identify the common sounds that letters represent
Day 15	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 16	Students will begin to recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 17	Students will distinguish shades of meaning among common verbs sharing the same general action.	*b16 A (iii) descriptive words
Day 18	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 19	Students will distinguish shades of meaning among common verbs sharing the same general action.	*b16 A (iii) descriptive words
Day 20	Students will able to recognize the initial letter in words.	*b1 B) identify upper- and lower-case letters

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will understand and use question words.	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 3	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 4	Students will distinguish letters from numbers.	*b1 (D) recognize the difference between a letter and a printed word
Day 5	Students will identify and produce words that rhymes.	III.B.6. Child can produce a word that rhymes with a given word
Day 6	Students will distinguish shades of meaning among common adjectives sharing the same general characteristic.	*b16 A (iii) descriptive words
Day 7	Students will recognize and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word.
Day 8	Students will show an understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 9	Students will show an understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 10	Students will retell a familiar story in sequence with picture support or props.	(B) Retell important facts in a text, heard or read
Day 11	Students will make personal connections to what is being read aloud and what is being taught.	B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 12	Students will ask questions to better understand the text.	*b4 (B) ask and respond to questions about texts read aloud
Day 13	Students will show understanding of common story elements.	*b6 (A) identify elements of a story including setting, character, and key events
Day 14	Students will be able to recall basic details in a text.	*b6 (A) identify elements of a story including setting, character, and key events
Day 15	Students will be able to recall basic details in a text.	*b6 (A) identify elements of a story including setting, character, and key events
Day 16	Students will participate in the reading and singing of shared texts with appropriate volume, pronunciation, tone and expression.	*6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading
Day 17	Students will make personal connections to what is being read aloud and what is being taught.	B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 18	Students will understand a common story element, the setting.	*b6 (A) identify elements of a story including setting, character, and key events

Day 19	Students will show a steady increase in their receptive and expressive vocabulary.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 20	Students will identify and share their favorite books and explain why.	*b6 (A) identify elements of a story including setting, character, and key events

	MTP Objective	Aligned State Standard
Day 1	Students will begin to recognize some high-frequency words.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will begin to recognize some simple punctuation.	*b17 (C) use punctuation at the end of a sentence
Day 3	Students will begin to recognize simple punctuation.	*b17 (C) use punctuation at the end of a sentence
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 5	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 6	Students will recognize some high-frequency words.	*b3 (D) identify and read at least 25 high-frequency words from a commonly used list
Day 7	Students will recognize and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 8	Students will increase their familiarity with letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 9	Students will recognize initial sounds.	III.B.7. Child can produce a word that begins with the same sound as a given pair of words
Day 10	Students will show understanding of common story elements (character, setting, and plot).	*b6 (A) identify elements of a story including setting, character, and key events
Day 11	Students will recognize some high-frequency words.	*b3 (D) identify and read at least 25 high-frequency words from a commonly used list
Day 12	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	*b16 A (iii) descriptive words
Day 13	Students will orally segment and blend onsets and rime.	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
Day 14	Students will distinguish shades of meaning among common adjectives that share the same general characteristics.	*b16 A (iii) descriptive words
Day 15	Students will orally segment and blend onsets and rime.	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
Day 16	Students will recognize some high-frequency words.	*b3 (D) identify and read at least 25 high-frequency words from a commonly used list
Day 17	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 18	Students will orally segment and blend onsets and rime.	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support

Day 19	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 20	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will recall important facts from an informational book.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will think about what the author inferred, or meant even when it's not stated.	*b (10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why
Day 3	Students will recount important facts from an informational book.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 4	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 5	Students will retell a familiar story in sequence with picture supports or props.	(B) Retell important facts in a text, heard or read
Day 6	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	*6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;
Day 7	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word.
Day 8	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 9	Students will make connections between what happens in a text and what came before (cause and effect).	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
Day 10	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	*6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading
Day 11	Students will make and confirm predictions about what may happen in the story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 12	Students will show an understanding of basic story elements, including character, plot and setting.	*b6 (A) identify elements of a story including setting, character, and key events
Day 13	Students will compare and contrast the similarities and differences within a text and across texts.	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
Day 14	Students will compare and contrast the similarities and differences within a text and across texts.	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
Day 15	Students will begin to identify their favorite books.	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting

Day 16	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 17	Students will show a steady increase in receptive and expressive vocabulary.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 18	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	*6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading
Day 19	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 20	Students will show steady increase in receptive and expressive vocabulary.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will begin to demonstrate basic knowledge of letters and letter-sound correspondences.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support
Day 3	Students will produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 4	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 5	Students will determine the meaning of multiple meaning words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 6	Students will recognize high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 7	Students will orally segment and blend onsets and rimes.	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
Day 8	Students will become increasingly familiar with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 9	Students will form regular plural nouns by adding /s/ or /es./	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 10	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 11	Students will recognize a high-frequency word.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 12	Students will use a combination of drawing, dictating and writing to teach information.	(A) Dictate or write sentences to tell a story and put the sentences in chronological sequence
Day 13	Students will demonstrate an understanding of syllables.	*b3 A) identify the common sounds that letters represent
Day 14	Students will demonstrate an understanding of syllables.	*b3 A) identify the common sounds that letters represent
Day 15	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 16	Students will recognize a high-frequency word.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 17	Students will distinguish shades of meaning among adjectives sharing the same general characteristics.	*b16 A (iii) descriptive words
Day 18	Students will orally segment and blend two phonemes.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support
Day 19	Students will determine or clarify the meaning of multiple meanings words.	*b3 A) identify the common sounds that letters represent
Day 20	Students will orally segment and blend two phonemes.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will recount important facts from an informational text.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 3	Students will begin to recognize the main idea of the text.	*b8 (A) retell a main event from a story read aloud
Day 4	Students will differentiate between fiction and nonfiction texts by distinguishing characteristics.	*b10 (B) Retell important facts in a text, heard or read
Day 5	Students will show a steady increase in receptive and expressive vocabulary.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 6	Students will ask questions to better understand the text.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 7	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading acts.	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
Day 8	Students will recount important facts from an informational text.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 9	Students will recognize basic features of informational text.	*b10 (A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 10	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 11	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations
Day 12	Students will begin to understand story structure.	*b6 (A) identify elements of a story including setting, character, and key events
Day 13	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 14	Students will express opinions about ideas in a story.	*22(A) share information and ideas by speaking audibly and clearly using the conventions of language
Day 15	Students will demonstrate an understanding of syllables.	C) Orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?")
Day 16	Students will show an understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 17	Students will understand story structure.	*b9 (A) describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events
Day 18	Students will infer a character's feelings.	*b8 (B) describe characters in a story and the reasons for their actions
Day 19	Students will recount important facts from an informational text.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations

Day 20	Students will begin to identify and share their favorite books and explain why.	*b6 (A) identify elements of a story including setting, character, and key events
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	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	(B) Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
Day 2	Students will understand and use sensory words.	*b6 (C) recognize sensory details
Day 3	Students will understand and use sensory words.	*b6 (C) recognize sensory details
Day 4	Students will orally segment and blend onsets and rimes.	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
Day 5	Students will produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 6	Students will recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 7	Students will determine or clarify the meaning of multiple meaning words (e.g., duck or bat).	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
Day 8	Students will orally segment and blend two phonemes.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support
Day 9	Students will orally blend and segment two phonemes.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support
Day 10	Students will produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 11	Students will recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 12	Students will understand shades of meaning among common verbs sharing the same general action (e.g., walk, strut, march, prance).	*b16 A (iii) descriptive words
Day 13	Students will be able to hear and count words in a sentence.	III.B.1. Child separates a normally spoken four-word sentence into individual words
Day 14	Students will be able to hear and count words in a sentence.	III.B.1. Child separates a normally spoken four-word sentence into individual words
Day 15	Students will develop increasing familiarity with common letter sound relationships.	*b3 A) identify the common sounds that letters represent
Day 16	Students will be able to recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations
Day 17	Students will be able to generate and investigate answers about topics of interest.	(A) ask questions about topics of class-wide interest
Day 18	Students will be able to hear and count words in a sentence.	III.B.1. Child separates a normally spoken four-word sentence into individual words
Day 19	Students will develop increasing familiarity with common letter sound relationships.	*b3 A) identify the common sounds that letters represent

Day 20	Students will begin to use a combination of drawing, dictating and writing to respond to a book or to express an opinion or preference.	*b6 (A) identify elements of a story including setting, character, and key events
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	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read and what is being taught.	(B) Discuss the big idea (theme) of a wellknown folktale or fable and connect it to personal experience
Day 2	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 3	Students will see similarities and differences within a text and across texts.	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting
Day 4	Students will think about what the character feels even when it's not stated.	*b (10) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why
Day 5	Students will orally segment and blend onsets and rimes.	III.B.8. Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support
Day 6	Students will make personal connections to what is being read and what is being taught.	B) Discuss the big idea (theme) of a wellknown folktale or fable and connect it to personal experience
Day 7	Students will show understanding of common features of informational text.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 8	Students will recount important facts from an informational text.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 9	Students will recount important facts from an informational text.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 10	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word
Day 11	Students will be able to explain how the title of the book relates to the text.	*b8 (A) retell a main event from a story read aloud
Day 12	Students will recount important facts from informational texts.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 13	Students will show an understanding of content-specific vocabulary words.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 14	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 15	Students will join in on refrains or repeated sentences, phrases and words while participating in oral reading activities.	*6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading
Day 16	Students will be able to explain how the title of the book relates to the text.	*b8 (A) retell a main event from a story read aloud

Day 17	Students will be able to recount important facts from an informational texts.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 18	Students will be able to make connections between what happens in a text and what came before (cause and effect).	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Day 19	Students will be able to recount important facts from informational texts.	*b10 A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations
Day 20	Students will be able to identify and share their favorite book and explain why.	*b6 (A) identify elements of a story including setting, character, and key events

	MTP Objective	Aligned State Standard
Day 1	Students will recognize some high-frequency words.	(B) Discuss the big idea (theme) of a wellknown folktale or fable and connect it to personal experience;
Day 2	Students will increase their familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 3	Students will orally segment and blend two phonemes.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.
Day 4	Students will orally segment and blend two phonemes.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.
Day 5	Students will hear and count words in a sentence.	III.B.1. Child separates a normally spoken four-word sentence into individual words.
Day 6	Students will recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 7	Students will produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word.
Day 8	Students will determine or clarify the meaning of multiple meaning words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 9	Students will determines or clarify the meaning of multiple meaning words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 10	Students will hear and count words in a sentence.	III.B.1. Child separates a normally spoken four-word sentence into individual words.
Day 11	Students will recognize some high-frequency words.	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 12	Students will develop increasing familiarity with common letter-sound relationships.	*b3 A) identify the common sounds that letters represent
Day 13	Students will match lower-case and upper-case letters.	*b1 B) identify upper- and lower-case letters;
Day 14	Students will orally segments and blends two phonemes.	III.B.9. Child combines onset and rime to form familiar one-syllable words without pictorial support.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	III.B.7. Child can produce a word that begins with the same sound as a given pair of words
Day 16	Students will begin to recognize some high-frequency words.	*b3 (D) identify and read at least 25 high-frequency words from a commonly used list.

Day 17	Students will identify and produce rhymes.	III.B.6. Child can produce a word that rhymes with a given word.
Day 18	Students will develop increasing familiarity with common letter sound relationships.	*b3 A) identify the common sounds that letters represent
Day 19	Students will experiment with using more complex grammar and parts of speech, exposing them to adverbs (e.g., gently).	*b5 (A) identify and use words that name actions, directions, positions, sequences, and locations;
Day 20	Students will understand that writers can express opinions or preference.	*b6 (A) identify elements of a story including setting, character, and key events;

	<i>IRA Objective</i>	<i>Aligned State Standard</i>
Day 1	Students will make personal connections to what is being read aloud and what is being taught.	(B) Discuss the big idea (theme) of a wellknown folktale or fable and connect it to personal experience;
Day 2	Students will show their understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
Day 3	Students will see similarities and differences within a text and across texts (compare and contrast).	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Day 4	Students will show a steady increase in receptive and expressive vocabulary.	*b6 (A) identify elements of a story including setting, character, and key events;
Day 5	Students will identify and produce rhymes.	III.B.6. Child can produce a word that rhymes with a given word.
Day 6	Students will make and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations; and
Day 7	Students will identify and produce words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word.
Day 8	Students will identify number words in the story.	*b1 (D) recognize the difference between a letter and a printed word
Day 9	Students will makes and confirm predictions about what may happen in a story.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations; and
Day 10	Students will make connections between what happens in a text and what came before (cause and effect).	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Day 11	Students will make and confirm predictions.	*b4 A) predict what might happen next in text based on the cover, title, and illustrations; and
Day 12	Students will show a steady increase in receptive and expressive vocabulary.	*b6 (A) identify elements of a story including setting, character, and key events;
Day 13	Students will identify and explain how the title relates to the text.	*b8 (A) retell a main event from a story read aloud;
Day 14	Students will notice similarities and differences within and across texts.	II.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
Day 15	Students will learn to recognize and isolate the beginning sound of a word.	III.B.7. Child can produce a word that begins with the same sound as a given pair of words
Day 16	Students will recall details from a text.	*b6 (A) identify elements of a story including setting, character, and key events;

Day 17	Students will recognize words that rhyme.	III.B.6. Child can produce a word that rhymes with a given word.
Day 18	Students will show understanding of content-specific vocabulary.	*(A) Identify the topic and details in expository text heard or read, referring to the words and/or illustrations;
Day 19	Students will begin to recognize the main idea.	*b8 (A) retell a main event from a story read aloud;
Day 20	Students will begin to identify their favorite books.	*b6 (A) identify elements of a story including setting, character, and key events