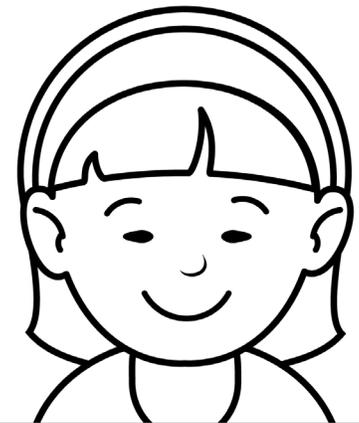
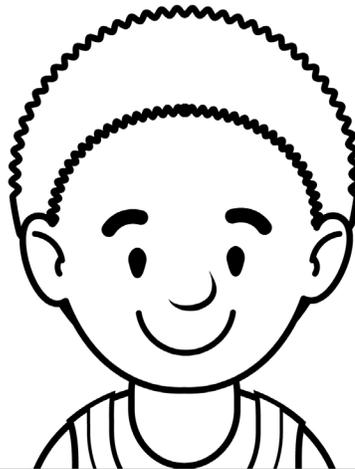




Read It Again-PreK!

A Preschool Curriculum Supplement to Promote
Language and Literacy Foundations



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Important Notices

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Professional Development

Materials for the professional development of users of this tool are available to school administrators and general and special education professionals for local use at myreaditagain.com. Districts and public/private organizations may use these for training purposes only. These may not be modified, transmitted, or reproduced without expressed written permission from the authors.

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Introduction

Read It Again-PreK! is a curricular supplement designed to develop and strengthen young children's early foundations in language and literacy. *Read It Again-PreK!* provides a systematic, explicit, and flexible approach to building children's skills in four key areas of language and literacy: vocabulary, narrative, phonological awareness, and print knowledge. *Read It Again-PreK!* is a free resource available to early childhood educators and allied professionals who want to bring recent research findings regarding the importance of explicit and systematic language and literacy instruction into their classrooms or clinics. Its design features 60 lessons, each approximately 20-30 minutes in duration, to be implemented over 30 weeks of instruction. The lessons can be delivered at any time of the day and on any day of the week, and can be modified to meet the needs of both struggling and advanced learners. Therefore, for the typical early childhood educator, *Read It Again-PreK!* involves implementing only two brief lessons per week in the classroom, either to the entire class or during small-group instruction. This design feature makes *Read It Again-PreK!* amenable to a wide range of teaching approaches, program configurations, and curricular frameworks. This is important as *Read It Again-PreK!* is designed to supplement - not to replace - an educator's usual methods of instruction or curricular choices. *Read It Again-PreK!* is a supplemental resource for fostering children's skills in highly important areas of language and literacy development.

There are four active ingredients that make *Read It Again-PreK!* an effective classroom tool for educators and their pupils. These active ingredients are:

1. Easy to use: We have designed the *Read It Again-PreK!* lessons and activities to be easily implemented by educators. The activities are presented in straightforward language with a clear sequence for instruction. Each lesson includes measurable learning objectives, an explicit description of activities for implementation, and suggestions for language the educator may use in delivering the activities. In most cases, any additional materials needed for implementation are included. Although educators can certainly adapt the suggested language of the *Read It Again-PreK!* activities to fit their own teaching style, the explicit instructions and model lessons make *Read It Again-PreK!* easy to implement in any classroom!

[3]

2. Repeated use of storybooks: A key feature of *Read It Again-PreK!* is the repeated use of children's storybooks as a way to enhance children's language and literacy development. In *Read It Again-PreK!*, each lesson uses a storybook as a way of organizing lessons and building children's vocabulary, narrative, phonological awareness and print knowledge while exposing them to high-quality literature. Given the importance of repeated use of storybooks to children's learning, *Read It Again-PreK!* recycles use of a relatively small set of titles that are commercially available for purchase.

3. Repetition of key concepts: Young children, particularly those for whom learning does not come easily, benefit from multiple opportunities to learn new concepts. Repetition of key concepts is an important ingredient of *Read It Again-PreK!* For instance, in teaching children the concept of rhyme, educators model this concept and engage children in rhyme-focused activities over a six-week period. Although some children may develop an awareness of rhyme relatively early in the six-week period of rhyme instruction, other children will not, and thus require the sustained and structured attention to rhyme provided in *Read It Again-PreK!* Even for those children who grasp the rhyme concept early (say, after the second week of instruction), their awareness of rhyme will continue to grow and strengthen with repeated opportunities to apply this concept. These children can also serve as important peer models to those children who are developing the rhyme concept more slowly. Repetition of key concepts is an inherent and critical aspect of *Read It Again-PreK!*, and all children will benefit from multiple opportunities to learn and apply their developing language and literacy abilities.

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4. Differentiated instruction: Each lesson is accompanied by an important tool—the Learner’s Ladder— for differentiating instruction to meet the needs of all children in a classroom. Learners’ Ladders provide teachers with specific scaffolding strategies to use with children who find a given lesson either too easy or too difficult. When a lesson is too easy for a child, strategies are offered that promote children’s higher-order understandings about the lesson and help them generalize their learning beyond the lesson itself. When a lesson is too hard, strategies are provided that encourage children to successfully participate in activities and move gradually toward independence over time.

Scope of Instruction

Read It Again-PreK! is designed to systematically build children’s language and literacy abilities in four areas. The scope of instruction encompasses:

- **Vocabulary**
- **Narrative**
- **Phonological awareness**
- **Print knowledge**

[4] These four areas of early language and literacy together form a foundation upon which the child will later build academic proficiency. The preschool period is an active period of growth in all areas! Furthermore, early difficulties in any one of these areas can undermine this early foundation and set the stage for a host of ongoing challenges that become more difficult to remediate over time.

- **Vocabulary** describes children’s receptive and expressive repertoire of words. By four years of age, children should have a receptive repertoire of nearly 3,000 words and an expressive repertoire of nearly 2,000 words. These words include all major word classes (nouns, verbs, prepositions, adverbs, adjectives, etc). The size of a preschooler’s vocabulary is directly linked to later skills in reading comprehension. Preschool vocabulary development occurs much more slowly for children raised with one or more risk factors (corresponding to nearly one-half of all American children); early gaps grow bigger over time if they are not remediated.
- **Narrative** describes children’s ability to understand and produce extended discourse that describes real or fictional events occurring in the past, the present, or the future. Narratives require the full integration of all aspects of language ability, including grammar, word morphology, pragmatic knowledge, and vocabulary. For children exhibiting one or more risk factors known to affect language, narrative competence emerges more slowly than with more advantaged children. Narrative competence is required in kindergarten as children are expected to engage in extended discourse – to relate events, to share thoughts, and to listen to and comprehend various nonfictional and fictional genre. Children’s early narrative abilities predict their later ability in reading comprehension, and provide a general index of children’s overall language ability.
- **Phonological awareness** describes children’s sensitivities to the phonological – or sound – structure of language. Spoken language is made up of a series of discrete phonological units, including syllables and phonemes. During the preschool years, children gradually become sensitive to these various sound units through both incidental and instructional activities. Children who enter kindergarten with better-developed phonological

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awareness make greater gains in early reading instruction – including phonics instruction – than children who enter kindergarten with poor phonological awareness. Moreover, children who enter kindergarten with an initial foundation of phonological awareness are more prepared to gain insight into the sound structure of words at the phonemic level (i.e., blending and segmenting sounds), an achievement critical to later acquisition of decoding and spelling skills. Children’s preschool phonological awareness is one of the best predictors of whether a child will progress as a reader in the elementary grades or whether the child will struggle.

- **Print knowledge** describes children’s interest in print, knowledge of the names and distinctive features of various print units (e.g., alphabet letters, words), and the way in which different print units may be combined in written language. Print awareness also describes children’s sensitivities to the ways in which print is used for meaningful and functional purposes and the way in which print is organized in storybooks and other print genre. *Alphabet knowledge* is an important aspect of print knowledge that describes children’s familiarity with letters of the alphabet. By entrance to kindergarten, children should show the emergence of alphabet knowledge, acquired through exposure to letters in a range of systematic and more incidental experiences. When children transition to kindergarten, most programs utilize some phonics instruction which emphasizes the pairing of letters with sounds. For children to profit from phonics instruction in kindergarten, they require a well-developed alphabetic knowledge. The extent to which children exhibit an understanding of the alphabet during preschool is directly related to their success in learning to read and develop word-decoding skills in first grade. A recent meta-analysis of early predictors of later reading achievement shows children’s knowledge of print, including both print concepts and alphabet knowledge, to be the most important predictor of later reading achievement, superseding both oral language and phonological awareness.*

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Instructional Objectives

The *Read It Again-PreK!* program builds children’s competencies in these four domains of learning in a systematic manner. That is, for each of these domains, a series of instructional objectives are identified which build upon each other and increase in difficulty and sophistication during the lessons which are administered over 30-weeks. Identification of these objectives occurred through review of the scientific literature and common early childhood curricula.

The following list identifies the specific objectives for each domain of learning. In the 30-week *Read It Again-PreK!* program, each objective is explicitly targeted in approximately four to six activities.

Vocabulary

1. To understand and use words for the names of unfamiliar objects (nouns) and actions (verbs) and that describe things and actions (adjectives and adverbs)
2. To understand and use new words representing spatial concepts (e.g., over, under, above, beside)
3. To understand and use new words representing time concepts (e.g., first, second, third; before, after, then, during, once)
4. To talk about the meaning of new words, including how words can have more than one meaning
5. To understand and use new words representing feelings (e.g., embarrassed, disgusted, sad, joyful)
6. To understand and use new words representing thinking processes (e.g., believe, dream, imagine, think, remember)

*Hammill, D. D. (2004). What we know about correlates of reading. *Exceptional Children*, 70, 453-468.

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Narrative

1. To identify and describe the setting and characters of a story
2. To identify and describe one or more major actions or events in a story
3. To order three or more major events in a story
4. To produce a fictional story that has a setting and characters
5. To produce a fictional or personal story that has a clear beginning, middle, and end
6. To share feelings, ideas, or experiences in a single story that are precise and understandable

Phonological Awareness

1. To identify when two words share a rhyming pattern
2. To segment words into syllables and to blend syllables into words
3. To identify when two words share the same first sound
4. To produce words that share a rhyming pattern
5. To produce a word starting with a specific first sound

Print Knowledge

1. To recognize that print carries meaning and to distinguish print from pictures
2. To recognize the left-to-right and top-to-bottom directionality of print
3. To identify some upper-case letters, including those in own names and those of some friends or family members
4. To understand and use new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write)
5. To recognize the difference between letters and words
6. To recognize some common sight words, including environmental print

Sequence of Instruction

The *Read It Again-PreK!* instructional objectives are systematically sequenced across 60 lessons implemented over a 30-week period. The sequencing of objectives adheres to a linear developmental approach such that easier concepts are the focus of learning in the beginning of the program and more difficult concepts are the focus in the latter part of the program. Learning therefore progresses from easier to more difficult concepts or skills. For instance, in the area of print knowledge, children are asked to first focus on more global properties of print, such as the fact that print carries meaning (Objective 1), and later to learn more specific properties of print, such as the left-to-right directionality of a line on the page (Objective 2).

Because of the linear progression of objectives, it is recommended that the lesson objectives be followed sequentially (Week One, Week Two, Week Three...) and that no lessons be skipped. Should children appear to have difficulty with, or to have already mastered a particular objective or a particular lesson, educators should review the Learners' Ladders provided after each lesson for ideas about how to modify the activities to meet their children's needs.

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Organization of Lessons

The *Read It Again-PreK!* instructional objectives are addressed systematically across 60 lessons with repeated opportunities to achieve the competencies identified by each objective. In a single week of instruction – spanning two lessons – an objective from each of the four learning domains (vocabulary, narrative, phonological awareness, print knowledge) is addressed, one per activity. Thus, a week’s plan includes four activities. For instance, the objectives and activities for Week One include:

- **Activity 1 Objective:** To recognize that print carries meaning and to distinguish print from pictures. (print knowledge domain)
- **Activity 2 Objective:** To understand and use words for the names of unfamiliar actions. (vocabulary domain)
- **Activity 3 Objective:** To identify when two words share a rhyming pattern. (phonological awareness domain)
- **Activity 4 Objective:** To identify and describe the setting and characters of a story. (narrative domain)

Each lesson is designed to address two objectives through a systematic presentation of activities during storybook reading. These activities involve a *before reading* activity and a *during and after reading* activity. (On some occasions, the two activities may differ slightly to include a *before and during reading* activity and an *after reading* activity.) In all instances, the teacher receives explicit guidance on how to execute these activities. [7]

Each lesson includes the following features:

- **Week of Lesson:** Identifies the week during which a particular lesson should be given
- **Lesson Number and Title:** Identifies a particular lesson number (1, 2, 3...) and title
- **Title of Book for Week:** Identifies the title and author of the book to be used in the lesson
- **Learning Objectives:** Identifies the specific objectives addressed in the lesson
- **Materials:** Identifies any materials needed to implement the lesson
- **Activity Timing:** Identifies *when* a given activity is to occur in relation to the lesson’s storybook reading (before, during, or after)
- **Activity Description:** Provides an explicit description of the activity, including suggested language for use during the activity
- **Learners’ Ladders:** A series of guides to help teachers modify a given lesson for diverse learners

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Each lesson involves the reading of a single storybook, as listed below. It is recommended that teachers obtain these books in order to conduct the lessons as designed. However, it may be appropriate to substitute books and adapt the corresponding lessons, as necessary. The most important consideration when substituting books is that the new book's features are suitable to each lesson. For example, Lesson 53 targets environmental print and adjectives using the book *Bunny Cakes*. A different book which contains adjectives or adverbs (at least 3) and environmental print (e.g., print in pictures for characters' dialogue, labels, signs) would be appropriately suited to this lesson and could be used instead of *Bunny Cakes*.

1. *Clifford Goes to Dog School* by Norman Bridwell
2. *Chicka Chicka Boom Boom* by Bill Martin, Jr. & John Archambault
3. *Rumble in the Jungle* by Giles Andreae & David Wojtowycz
4. *The Letters are Lost* by Lisa Campbell Ernst
5. *The Night Before Preschool* by Natasha Wing
6. *The Mitten* by Jan Brett
7. *Giggle, Giggle, Quack* by Doreen Cronin
8. *The Way I Feel* by Janan Cain
9. *Where's My Teddy?* by Jez Alborough
10. *If You Give a Moose a Muffin* by Laura Numeroff
11. *A Color of His Own* by Leo Lionni
12. *Bunny Cakes* by Rosemary Wells
13. *In the Small, Small Pond* by Denise Fleming
14. *Five Little Monkeys Sitting in a Tree* by Eileen Christelow
15. *How Do Dinosaurs Go to School?* by Jane Yolen & Mark Teague

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Differentiating Instruction

We encourage teachers to deliver *Read It Again-PreK!* lessons in a way that optimizes children's learning and outcomes through engagement and participation in a given lesson. Because children arrive at a lesson with variable sets of skills and abilities, we ask teachers to carefully consider how to individualize – or differentiate – implementation of lessons to meet the needs and strengths of all participating children.

In considering how to effectively differentiate instruction for children, it is important to identify where differentiation will occur. On the one hand, one can choose to differentiate specific objectives of instruction, in that some children receive instruction on one objective whereas other children receive instruction on a different objective. On the other hand, one can choose to differentiate specific strategies used to address an instructional target, in that all children receive instruction on the same objective, but instructional techniques vary: some children get more support (or help) and others get less support.

The learning domains in *Read It Again-PreK!* include specific milestones in the areas of narrative, vocabulary, phonological awareness, and print knowledge. These learning domains are highly predictive of children's later reading and academic success and are known to change through instruction. Thus, all children, regardless of their developmental level, are likely to benefit from exposure to the instructional objectives of the *Read It Again-PreK!* lessons. We recommend that all children be exposed to the instructional objectives of *Read It Again-PreK!* but that differentiated instruction be employed to vary the amount of support children receive to be successful within each lesson.

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To support teachers in the task of differentiating instruction, each lesson has a corresponding Learners' Ladder page. The Learners' Ladder page offers specific ways to scaffold children's performance on given lessons to help all children climb to success. The Learners' Ladder suggestions and examples are based on a set of strategies that educators use to scaffold (support) children's performance on similar tasks or activities. Strategies educators may use with children who find a given lesson "Too Easy" are:

- Reasoning
- Generalizing
- Predicting

Strategies educators may use with children who find a given lesson "Too Hard" are:

- Eliciting
- Co-participating
- Reducing Choices

"Too Easy" Strategies

Some children enter preschool with significant language and literacy knowledge as a result of their experiences at home or in other centers or daycares. For these children, some of the concepts in *Read It Again-PreK!* may be familiar and these children may consistently show high levels of success and participation during suggested activities. Thus, the "Too Easy" strategies provide ideas for accelerating the pace of learning for these children. It is important to note that some of these "Too Easy" strategies may actually make the activity very difficult for young children. Presenting children with this type of challenge can be beneficial, but it is always important to remember that the ultimate goal is to provide the support needed so children experience success.

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"Too Hard" Strategies

Some children will find the activities of *Read It Again-PreK!* to be very difficult. Many of these children begin preschool with skills in language and literacy which may already lag behind their peers. Some children also have had minimal exposure to the kinds of activities targeted within *Read It Again-PreK!*, such as minimal experiences with story-telling or exposure to literacy concepts, such as letters or sounds. For these children, it may take longer to gain independent success within the *Read It Again-PreK!* lessons. The "Too Hard" strategies provide ideas for supporting children's learning during *Read It Again-PreK!* lessons so that struggling learners are still able to achieve success during the activities.

The two tables that follow provide descriptions and some examples of the "Too Easy" and "Too Hard" strategies.

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Too Easy Strategies

Scaffolding Strategies

Scaffolding Examples

The **reasoning strategy** asks children to explain **why** something happened or will happen, or to explain why something is the way it is.

- (1) Teacher: *Some animals have big jaws and other animals have small jaws. Angel, can you tell me why?*
- (2) Teacher: *These two words rhyme. Why is rhyming important to learn about?*
- (3) Teacher: *This animal is dangerous. What words should be written on the side of its cage?*

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The **generalizing strategy** asks children to extend the lesson content beyond the lesson itself – to past or future personal experiences.

- (1) Teacher: *Tell me about a time where you saw signs with words on them.*
- (2) Teacher: *Tell me about a time you felt really nervous. Where were you and what was happening?*
- (3) Teacher: *We talked about rhymes before. Do you remember what a rhyme is?*

The **predicting strategy** asks children to describe what might happen next or to hypothesize the outcome of an event/activity.

- (1) Teacher: *What will happen next?*
- (2) Teacher: *What do you think they will find?*
- (3) Teacher: *What are some words we might see on the next page?*

Strategies adapted from Notari-Syverson, O'Connor, and Vadasy (2007), *Ladders to Literacy: A Preschool Activity Book*. Baltimore, MD: Brookes Publishing.

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Too Hard Strategies

Scaffolding Strategies

Scaffolding Examples

The **eliciting strategy** provides children with the correct answer to a task by providing an exact model of the ideal response.

- (1) Teacher: *Show me the jaw on the animal. This is the jaw. Angela, show me the jaw.*
- (2) Teacher: *What rhymes with cat? Bat rhymes with cat. Jose, tell me: bat, cat.*
- (3) Teacher: *What does this word say? This word says Danger. Rashaun, say "Danger."*

The **co-participating strategy** provides children with the correct answer to a task through their completion of the task with another person – the teacher or a peer.

- (1) Teacher: *This is the jaw on the animal. That's a new vocabulary word. Angela, what is it? We'll say it together... jaw.*
- (2) Teacher: *Jose, bat and cat rhyme. Let's say it together: bat, cat.*
- (3) Teacher: *These words say Chicka Chicka Boom Boom. I'll point and say each word – Rashaun, read them with me.*

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The **reducing choices strategy** helps children to complete a task by reducing the number of choices of correct answers.

- (1) Teacher: *What is this part of the animal called? Is it the teeth or the jaw?*
- (2) Teacher: *What rhymes with cat? Let's see – cat and hill, cat and bat – which two rhymed?*
- (3) Teacher: *What letter is this, Rashaun – is it an R or S?*

Strategies adapted from Notari-Syverson, O'Connor, and Vadasy (2007), *Ladders to Literacy: A Preschool Activity Book*. Baltimore, MD: Brookes Publishing.

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Monitoring Students' Progress

Monitoring students' progress on achieving language and literacy skills targeted in the *Read It Again-PreK!* lessons can help teachers to differentiate instruction and ensure that they are meeting the needs of all pupils. It also increases one's awareness of children who may be struggling to learn certain skills and who may benefit from additional support. Two *Read It Again-PreK!* tools can be helpful to teachers as they monitor their pupils' growth:

1. **Pupil Progress Checklist:** Designed for use three times during the year (after week 2, week 12 and week 21), this tool is a simple means for monitoring individual children's development of specific skills aligned with objectives in each of the four domains (vocabulary, narrative, phonological awareness, print knowledge). One form should be completed for each child. Development of skills is rated as *acquiring*: child never or occasionally demonstrates the skill; *building*: child often demonstrates the skill, but is not yet consistent and/or requires assistance; or *competent*: child consistently demonstrates the skill.
2. **Implementation Notes:** Following each lesson, teachers complete that lesson's implementation notes (provided as a separate page in the section of the manual titled *Implementation Notes*). For each activity, record:
 - Date of implementation
 - Length of activity
 - Modifications made to the activity (if any)
 - Notes about children who seemed to do well
 - Names of children who seemed to struggle and need more practice
 - Use of the Learners' Ladder suggested strategies

Recording of this information serves two purposes. First, it provides the teacher with a record of activities implemented as well as notes about changes that could be made in the future (including lessons that might be repeated). Second, these notes provide a weekly record of children who may benefit from more practice with particular skills as well as those who may need to be challenged in future lessons.

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Schedule of Lessons and Learning Objectives by Week

Week 1	Lesson 1: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use words for the names of unfamiliar actions (verbs).	Lesson 2: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 2	Lesson 3: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use words which describe things and actions (adj. and adv.).	Lesson 4: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Pupil Progress Checklist (Week 2)		
Week 3	Lesson 5: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use words for the names of unfamiliar objects (nouns).	Lesson 6: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 4	Lesson 7: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use new words representing spatial concepts.	Lesson 8: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 5	Lesson 9: Print Knowledge and Vocabulary To recognize that print carries meaning and to distinguish print from pictures. To understand and use new words representing spatial concepts.	Lesson 10: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To identify and describe the setting and characters of a story.
Week 6	Lesson 11: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 12: Phonological Awareness and Narrative To identify when two words share a rhyming pattern. To describe one or more major events in the story.

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Week 7	Lesson 13: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 14: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe one or more major events in the story.
Week 8	Lesson 15: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use new words representing time concepts.	Lesson 16: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words To describe one or more major events in the story.
Week 9	Lesson 17: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use words for the names of unfamiliar actions (verbs).	Lesson 18: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe one or more major events in the story.
Week 10	Lesson 19: Print Knowledge and Vocabulary To recognize the left-to-right directionality of print. To understand and use new words representing temporal concepts.	Lesson 20: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To describe one or more major events in the story.
Week 11	Lesson 21: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe things and actions (adj. and adv.).	Lesson 22: Phonological Awareness and Narrative To segment words into syllables and to blend syllables into words. To order three or more major events in a story.
Week 12	Lesson 23: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words for unfamiliar objects (nouns).	Lesson 24: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.
Pupil Progress Checklist (Week 12)		
Week 13	Lesson 25: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words for unfamiliar actions (verbs).	Lesson 26: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.

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Week 14	<p>Lesson 27: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe objects (adjectives).</p>	<p>Lesson 28: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.</p>
Week 15	<p>Lesson 29: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use words which describe things and actions (adj. and adv.).</p>	<p>Lesson 30: Phonological Awareness and Narrative To identify when two words share the same first sound. To order three or more major events in a story.</p>
Week 16	<p>Lesson 31: Print Knowledge and Vocabulary To learn some uppercase letter names, including those in own name and those of some friends or family members. To understand and use new words representing thinking processes.</p>	<p>Lesson 32: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>
Week 17	<p>Lesson 33: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To understand and use new words representing thinking processes.</p>	<p>Lesson 34: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>
Week 18	<p>Lesson 35: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To talk about the meaning of new words, including how words can have more than one meaning.</p>	<p>Lesson 36: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>
Week 19	<p>Lesson 37: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To understand and use new words representing feelings (e.g., embarrassed, disgusted, sad, joyful).</p>	<p>Lesson 38: Phonological Awareness and Narrative To identify when two words share the same first sound. To produce a fictional story that has a setting and characters.</p>

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Week 20	Lesson 39: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 40: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 21	Lesson 41: Print Knowledge and Vocabulary To understand and use new words describing aspects of books and print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 42: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Pupil Progress Checklists (Week 21)		
Week 22	Lesson 43: Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use new words representing feelings (e.g., embarrassed, disgusted, sad, joyful).	Lesson 44: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 23	Lesson 45: Print Knowledge and Vocabulary To recognize the difference between letters and words. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 46: Phonological Awareness and Narrative To produce words that share a rhyming pattern. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 24	Lesson 47: Print Knowledge and Vocabulary To recognize the difference between letters and words. To talk about the meaning of new words, including how words can have more than one meaning.	Lesson 48: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 25	Lesson 49: Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use words for unfamiliar actions (verbs).	Lesson 50: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To produce a fictional or personal story that has a clear beginning, middle, and end.
Week 26	Lesson 51: Print Knowledge and Vocabulary To recognize the difference between letters and words. To understand and use words which describe things and actions (adj. and adv.).	Lesson 52: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.

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Week 27	Lesson 53: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use words which describe things and actions (adj. and adv.).	Lesson 54: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.
Week 28	Lesson 55: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use words for the names of unfamiliar objects (nouns).	Lesson 56: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.
Week 29	Lesson 57: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use new words representing spatial concepts.	Lesson 58: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.
Week 30	Lesson 59: Print Knowledge and Vocabulary To recognize some common sight words, including environmental print. To understand and use new words representing thinking processes.	Lesson 60: Phonological Awareness and Narrative To produce a word starting with a specific first sound. To share feelings, ideas, or experiences in a single story that is precise and understandable.

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