
Alaska 3 English Language Arts / Reading

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	3 (Elementary)
Subject	English Language Arts / Reading
Course category	Core
Standards family	English Language Arts / Literacy
Framework	Alaska English/Language Arts Standards
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — New Words, Old Knowledge

Unit 3: Words and What They Mean · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How does a word I already know help me learn a new one?
Standards	Connecting New Words to Old -> L.3.6 Alaska English/Language Arts Standards / Vocabulary Acquisition and Use — Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Building Background Knowledge -> W.3.8, RL.3.1, RI.3.1 — 3 standards; full text in the standards table
Learning target	"I can connect a new word to words and knowledge I already have."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
- Students will connect a new word to what they already know.

Success criteria (student-friendly)

- "I learn the new word."
- "I link it to a word I know."
- "I link it to what I know about the topic."

Academic vocabulary

academic vocabulary, connection, background knowledge, related, content-specific

Materials and technology

- Word maps
- Topic texts selected by the teacher
- Chart paper
- Partner mats
- Vocabulary journals

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.

Support area	This week's plan
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child connects new vocabulary to prior knowledge.

Family communication

Ask your child a new word they learned and what it reminds them of.

Day 41 — Meeting a New Word

Week 9, Day 1 • Unit 3 • Standards: L.3.6, W.3.8, RL.3.1, RI.3.1

Focus	Introduction.
Learning target	"I can connect a new word to words and knowledge I already have."
Vocabulary in use	academic vocabulary, connection, background knowledge
Local date	_____

Learning sequence

Connect: reading. Teach: noticing and capturing a new word. Try: guided noticing. Apply: children record. Reflect: journals started.

Check for understanding

Student records a new academic word with its meaning.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — A Word It Reminds Me Of

Week 9, Day 2 · Unit 3 · Standards: L.3.6, W.3.8, RL.3.1, RI.3.1

Focus	Lexical connection.
Learning target	"I can connect a new word to words and knowledge I already have."
Vocabulary in use	academic vocabulary, connection, background knowledge
Local date	_____

Learning sequence

Connect: new words. Teach: linking to known words. Try: guided linking. Apply: children link. Reflect: networks build.

Check for understanding

Student links a new word to a previously learned word.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — What I Already Knew About This

Week 9, Day 3 · Unit 3 · Standards: L.3.6, W.3.8, RL.3.1, RI.3.1

Focus	Background knowledge.
Learning target	"I can connect a new word to words and knowledge I already have."
Vocabulary in use	academic vocabulary, connection, background knowledge
Local date	_____

Learning sequence

Connect: word links. Teach: linking to topic knowledge. Try: guided linking. Apply: children link. Reflect: knowledge aids vocabulary.

Check for understanding

Student relates a new word to background knowledge on the topic.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Using It Myself

Week 9, Day 4 · Unit 3 · Standards: L.3.6, W.3.8, RL.3.1, RI.3.1

Focus	Production.
Learning target	"I can connect a new word to words and knowledge I already have."
Vocabulary in use	academic vocabulary, connection, background knowledge
Local date	_____

Learning sequence

Connect: understanding. Teach: using the word in our own sentence. Try: guided writing. Apply: children use.
Reflect: usage checked.

Check for understanding

Student uses a new word accurately in their own sentence.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Our Word Maps

Week 9, Day 5 · Unit 3 · Standards: L.3.6, W.3.8, RL.3.1, RI.3.1

Focus	Week 9 consolidation.
Learning target	"I can connect a new word to words and knowledge I already have."
Vocabulary in use	academic vocabulary, connection, background knowledge
Local date	_____

Learning sequence

Connect: our connections. Teach: mapping a word's relationships. Try: shared mapping. Apply: children complete. Reflect: maps displayed.

Check for understanding

Student completes a word map showing connections.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Alaska Department of Education and Early Development. Alaska English/Language Arts Standards. Adopted June 2012. THE K-5 STANDARDS ARE PRINTED THREE GRADES TO A PAGE -- here Grades 3, 4 and 5 side by side -- so read as linear text the columns interleave and nothing says which grade a statement belongs to. Every statement was taken from the GRADE 3 COLUMN of the actual table cells. FORTY-TWO STANDARDS ARE REGISTERED: Reading Literature 9, Reading Informational Text 10, Reading Foundational Skills 2, Writing 9, Speaking and Listening 6 and Language 6. TWO NUMBERED ROWS ARE DELIBERATELY NOT REGISTERED because the document prints them to say there is no standard there: RL.3.8 "(Not applicable to literature)" and W.3.9 "(Begins in grade 4)". GRADE 3 IS WHERE THE WRITING STRAND FILLS OUT -- W.3.4, W.3.5 and W.3.10 all begin at this grade, having been printed as "(Begins in grade 3)" placeholders in Kindergarten through Grade 2 -- so a Grade 3 plan carries more writing standards than the years before it. The numbering was cross-checked against the neighbouring grades to confirm nothing was lost in extraction. THE MAPPING IS HAND-WRITTEN, STANDARD BY STANDARD. Retrieved 2026-07-27 from https://education.alaska.gov/akstandards/ela/Adopted_ELA.pdf