
Alaska 6 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	6 (Middle)
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 — Planning a Narrative

Unit 3: Narrative Writing · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What makes a story worth reading to the end?
Standards	Narrative, Argument and Explanatory Writing -> RI.6.1, RI.6.10 Recurring: The Writing Process -> L.6.4 <i>3 standards this week; full text in the standards table.</i>
Learning target	"I can plan a narrative with a clear shape and purpose."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will plan a narrative in which the development, organisation and style are appropriate to task, purpose and audience.
- Students will use the planning stage of the writing process.

Success criteria (student-friendly)

- "I decide audience and purpose."
- "I plan a shape with a conflict."
- "I plan an ending, not just a start."

Academic vocabulary

narrative, development, organisation, style, conflict

Materials and technology

- Planning frames
- Notebooks
- Chart paper
- Prompt cards
- Class devices

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.
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.

Support area	This week's plan
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

A narrative plan with conflict, shape and a decided ending.

Family communication

Ask your child what their story's conflict is.

Day 41 — Three Kinds of Writing, One Standard

Week 9, Day 1 · Unit 3 · Standards: RI.6.1, RI.6.10, L.6.4

Focus	Framing the year's writing.
Learning target	"I can plan a narrative with a clear shape and purpose."
Vocabulary in use	narrative, development, organisation
Local date	_____

Learning sequence

Connect: the writing process. Teach: that this week's standard contains three genres - narrative, argument and informative/explanatory - which fail in different ways, so each gets its own unit: narrative now, argument in Unit 5, informative in Unit 7. Try: shared comparison of the three. Apply: pupils state what each is for. Reflect: one standard, three units, because the genres are genuinely different work.

Check for understanding

Student distinguishes the three kinds of writing by purpose.

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 — Audience, Purpose, Task

Week 9, Day 2 · Unit 3 · Standards: RI.6.1, RI.6.10, L.6.4

Focus	The standard's own criteria.
Learning target	"I can plan a narrative with a clear shape and purpose."
Vocabulary in use	narrative, development, organisation
Local date	_____

Learning sequence

Connect: the genres. Teach: those three are decided first. Try: shared deciding. Apply: pupils decide all three. Reflect: without them, 'good writing' has no meaning.

Check for understanding

Student states the task, purpose and audience for their narrative.

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 — Finding the Conflict

Week 9, Day 3 · Unit 3 · Standards: RI.6.1, RI.6.10, L.6.4

Focus	The engine.
Learning target	"I can plan a narrative with a clear shape and purpose."
Vocabulary in use	narrative, development, organisation
Local date	_____

Learning sequence

Connect: Week 7's conflict work. Teach: that a narrative without a conflict is an account, and how to find one worth eight hundred words. Try: shared generation. Apply: pupils choose a conflict. Reflect: reading and writing meeting deliberately.

Check for understanding

Student states a conflict their narrative will turn on.

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 — Shaping It

Week 9, Day 4 · Unit 3 · Standards: RI.6.1, RI.6.10, L.6.4

Focus	Organisation.
Learning target	"I can plan a narrative with a clear shape and purpose."
Vocabulary in use	narrative, development, organisation
Local date	_____

Learning sequence

Connect: conflict. Teach: planning a shape - what changes, when the reader learns what, where the turn is - and deciding the ending before drafting. Try: shared planning. Apply: pupils shape. Reflect: an ending decided late is usually an ending that does not work.

Check for understanding

Student plans a shape including its ending.

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 — A Plan Ready to Draft

Week 9, Day 5 • Unit 3 • Standards: RI.6.1, RI.6.10, L.6.4

Focus	Planning complete.
Learning target	"I can plan a narrative with a clear shape and purpose."
Vocabulary in use	narrative, development, organisation
Local date	_____

Learning sequence

Connect: the week. Teach: checking the plan against task, purpose and audience. Try: shared review. Apply: pupils finalise. Reflect: drafting is next week; the writing process's first stage recorded.

Check for understanding

Student completes a narrative plan checked against the criteria.

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.
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Source citation

Alaska Department of Education and Early Development. Alaska English/Language Arts Standards. Adopted June 2012. THE STANDARDS ARE PRINTED THREE GRADES TO A PAGE -- here Grades 6, 7 and 8 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 6 COLUMN of the actual table cells. GRADE 6 IS WHERE THE DOCUMENT CHANGES SHAPE: from this grade the reading foundational skills strand ends, and the document adds separate literacy standards for history/social studies and for science and technical subjects. THIS ROW REGISTERS THE GENERAL ENGLISH/LANGUAGE ARTS STANDARDS, not the content-area literacy ones -- those belong to the history and science courses and are not in this product. The numbering was cross-checked against the neighbouring grades to confirm nothing was lost in extraction. Retrieved 2026-07-27 from https://education.alaska.gov/akstandards/ela/Adopted_ELA.pdf