
Alaska K 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	K (Early Childhood)
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 — Blending My First Words

Unit 3: First Words I Can Read · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do sounds become a word?
Standards	Phonics and Decoding -> RF.K.3 Phonological and Phonemic Awareness -> RF.K.2 <i>2 standards this week; full text in the standards table.</i>
Learning target	"I can push three sounds together and read the word."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will blend onsets and rimes in single-syllable spoken words.
- Students will decode CVC words with short a in isolation.

Success criteria (student-friendly)

- "I say each sound."
- "I say them faster."
- "I say the whole word."

Academic vocabulary

blend, sound, word, read, vowel

Materials and technology

- Magnetic letters
- Elkonin boxes
- Word cards for -at and -ap
- Blending board
- Individual whiteboards

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.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
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

Decoding check: child reads five short-a CVC words in isolation.

Family communication

Say /m/ /a/ /t/ slowly and let your child tell you the word.

Day 41 — Onset and Rime

Week 9, Day 1 • Unit 3 • Standards: RF.K.3, RF.K.2

Focus	Blending two spoken parts.
Learning target	"I can push three sounds together and read the word."
Vocabulary in use	blend, sound, word
Local date	_____

Learning sequence

Warm-up: sound isolation. Model: teacher says /m/ ... /at/. Guided: class blends. Practice: partners blend ten pairs. Close: blending routine named.

Check for understanding

Student blends an onset and rime into a whole 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 42 — The -at Family

Week 9, Day 2 • Unit 3 • Standards: RF.K.3, RF.K.2

Focus	Reading a rime family.
Learning target	"I can push three sounds together and read the word."
Vocabulary in use	blend, sound, word
Local date	_____

Learning sequence

Warm-up: onset-rime blending. Model: teacher builds mat, sat, pat. Guided: class swaps the onset. Practice: children build -at words. Close: word family chart.

Check for understanding

Student reads three words in the -at family.

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 — Three Sounds, One Word

Week 9, Day 3 • Unit 3 • Standards: RF.K.3, RF.K.2

Focus	Full phoneme blending.
Learning target	"I can push three sounds together and read the word."
Vocabulary in use	blend, sound, word
Local date	_____

Learning sequence

Warm-up: -at words. Model: teacher blends /s/ /a/ /t/ with boxes. Guided: class blends. Practice: children blend eight CVC words. Close: blending board routine.

Check for understanding

Student blends three phonemes into a CVC 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 44 — The -ap Family

Week 9, Day 4 · Unit 3 · Standards: RF.K.3, RF.K.2

Focus	A second short-a rime.
Learning target	"I can push three sounds together and read the word."
Vocabulary in use	blend, sound, word
Local date	_____

Learning sequence

Warm-up: blending drill. Model: teacher builds map, tap, nap. Guided: class swaps onsets. Practice: children build -ap words. Close: family chart extended.

Check for understanding

Student reads three words in the -ap family.

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 — Reading Words on My Own

Week 9, Day 5 • Unit 3 • Standards: RF.K.3, RF.K.2

Focus	Independent CVC decoding.
Learning target	"I can push three sounds together and read the word."
Vocabulary in use	blend, sound, word
Local date	_____

Learning sequence

Warm-up: word family review. Model: teacher reads a mixed list. Guided: choral read. Practice: individual word-card reading. Close: first decodable sentence read.

Check for understanding

Student decodes five mixed short-a CVC words independently.

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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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 -- Kindergarten, Grade 1 and Grade 2 side by side in a table -- and that is the single most important fact about extracting them: read as linear text the three columns interleave and nothing says which grade a statement belongs to. Every statement in this entry was taken from the KINDERGARTEN COLUMN of the actual table cells, recovered from the page's ruling lines rather than reconstructed from character positions, because two earlier column-slicing methods both corrupted the Writing page -- one produced "narra te" for "narrate" and spliced Grade 1 wording into the Kindergarten column. FORTY-ONE STANDARDS ARE REGISTERED across six strands: Reading Literature 9, Reading Informational Text 10, Reading Foundational Skills 4, Writing 7, Speaking and Listening 6, and Language 5. FIVE NUMBERED ROWS ARE DELIBERATELY NOT REGISTERED because the document prints them to say there is no standard there: RL.K.8 "(Not applicable to literature)", W.K.4 and W.K.10 "(Begins in grade 3)", W.K.9 "(Begins in grade 4)" and L.K.3 "(Begins in grade 2)". Registering those would inflate the count from forty-one to forty-six without adding a single thing to teach. ALASKA REPEATS SOME WORDING ACROSS ADJACENT GRADES and that is the document's doing, not an extraction error: twelve of the Kindergarten statements are word-for-word identical to the Grade 1 statement of the same number, including RI.1, RF.1, RF.3, SL.1 and the Language conventions stems. ALASKA PUBLISHES NO SEPARATE KINDERGARTEN STANDARD FOR HANDWRITING OR FOR HIGH-FREQUENCY WORDS. The plan teaches both, and their teaching strands are mapped to the nearest real standard -- L.K.1 for letter formation as part of print conventions, and RF.K.3 for high-frequency words as part of phonics and word recognition -- rather than to an invented code. The listing says so before purchase. Retrieved 2026-07-27 from https://education.alaska.gov/akstandards/ela/Adopted_ELA.pdf