
Alaska PreK Emergent Literacy – 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	PreK (Early Childhood)
Subject	Emergent Literacy – Reading
Course category	Early Learning Domain
Standards family	English Language Arts / Literacy
Framework	State of Alaska Early Learning Guidelines
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 — Clapping Names

Unit 3: Words Have Beats · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How many beats are in my name?
Standards	Syllable Awareness -> Goal 51 Domain 5: Communication language, and literacy / Reading — Children demonstrate appreciation and enjoyment of reading
Learning target	"I can clap my name."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will clap the syllables in their own name.
- Children will count the claps.

Success criteria (student-friendly)

- "I say my name slowly."
- "I clap each part."
- "I count the claps."

Academic vocabulary

clap, beat, part, count, name

Materials and technology

- Name cards
- Rhythm sticks
- Counting cubes
- Drum
- Chart paper

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

Child claps their own name accurately.

Family communication

Clap family names at dinner.

Day 41 — My Name Has Beats

Week 9, Day 1 · Unit 3 · Standards: Goal 51

Focus	Syllables in one's own name.
Learning target	"I can clap my name."
Vocabulary in use	clap, beat, part
Local date	_____

Learning sequence

Circle: teacher claps each child's name. Model: teacher claps her own. Practice: children clap their names. Play: name clapping game.

Check for understanding

Child claps their own name.

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 — Counting the Claps

Week 9, Day 2 · Unit 3 · Standards: Goal 51

Focus	Quantifying syllables.
Learning target	"I can clap my name."
Vocabulary in use	clap, beat, part
Local date	_____

Learning sequence

Circle: clap and count. Model: teacher counts claps on fingers. Practice: children count their claps. Play: cube towers for each name.

Check for understanding

Child counts the claps in their name.

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 — Long Names, Short Names

Week 9, Day 3 · Unit 3 · Standards: Goal 51

Focus	Comparing syllable counts.
Learning target	"I can clap my name."
Vocabulary in use	clap, beat, part
Local date	_____

Learning sequence

Circle: sort names by beats. Model: teacher sorts three names. Practice: children sort names. Play: name graph.

Check for understanding

Child compares two names by beat count.

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 — Our Name Graph

Week 9, Day 4 · Unit 3 · Standards: Goal 51

Focus	Representing syllable data.
Learning target	"I can clap my name."
Vocabulary in use	clap, beat, part
Local date	_____

Learning sequence

Circle: build a class name graph. Model: teacher places a name. Practice: children place their names. Play: graph displayed.

Check for understanding

Child places their name in the correct column.

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 — Clapping Friends' Names

Week 9, Day 5 · Unit 3 · Standards: Goal 51

Focus	Applying to unfamiliar words.
Learning target	"I can clap my name."
Vocabulary in use	clap, beat, part
Local date	_____

Learning sequence

Circle: clap classmates' names. Model: teacher claps a long name. Practice: children clap each other's names. Play: partner clapping.

Check for understanding

Child claps a peer's name accurately.

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. State of Alaska Early Learning Guidelines. The document states its own edition as "January 2020, updated from original 2007 version"; the department's early learning landing page is <https://education.alaska.gov/earlylearning>. IT IS A GUIDELINES DOCUMENT RATHER THAN A COURSE OF STUDY, and it is organised by DEVELOPMENTAL DOMAIN rather than by school subject: five domains carry FIFTY-TWO NUMBERED GOALS running continuously from 1 to 52 across the whole document, so a goal number identifies a goal uniquely without needing its domain. Each goal is then printed FOUR TIMES OVER, once for each age band -- infants birth to 9 months, older infants, toddlers 18 to 36 months, and preschoolers 36 to 60+ months -- with the same goal statement each time and different indicators under it. THE GOAL STATEMENT IS WHAT IS REGISTERED. The indicator bullets under each goal are printed in two facing columns headed "PRESCHOOLERS MAY" and "YOU CAN", the first being things a child may do and the second being strategies for the adult; NEITHER IS A STANDARD, the two columns interleave unreliably when the PDF is read as text, and neither is registered. THIS ENTRY IS DOMAIN 5, COMMUNICATION LANGUAGE AND LITERACY, AT THE PRESCHOOLER BAND, PDF pages 163-180. Domain 5 comprises five goals, 48 through 52; THIS ROW REGISTERS GOAL 51, READING. Goals 48, 49 and 50 are the oral language goals and are aligned to the PreK Language and Communication row; goal 52 is writing and is aligned to the PreK Emergent Literacy - Writing row. NOTE THE SOURCE DISCREPANCY ON THIS EXACT GOAL: goal 51 is printed as "Children demonstrate appreciation and enjoyment of reading" in all four age bands and on its first continuation page, and as "appreciation and interest in reading" on its second continuation page. THE FORM PRINTED EVERYWHERE ELSE IS THE ONE REGISTERED, and the discrepancy is recorded here rather than hidden because this product quotes the goal verbatim. ALASKA PUBLISHES EXACTLY ONE GOAL FOR THIS ROW AT THIS AGE, AND A BUYER SHOULD KNOW THAT BEFORE PAYING. That is not an omission in this product and not a shortcut: the Early Learning Guidelines are a DEVELOPMENTAL

document rather than a skills syllabus, and at preschool age they set a single broad goal here where a school-age course of study would print a dozen discrete skills. Every one of the eight teaching strands in this plan therefore maps to that one goal, and the standards table shows exactly that rather than implying more. THE PLAN ITSELF IS NOT THINNER FOR IT -- it still teaches thirty-six weeks of discrete skills -- but if your district requires alignment to numbered phonics or writing standards, THOSE LIVE IN ALASKA'S K-12 ENGLISH LANGUAGE ARTS STANDARDS, WHICH BEGIN AT KINDERGARTEN AND ARE NOT THIS DOCUMENT. Retrieved 2026-07-27 from https://education.alaska.gov/State_Board/january2021/6A.2%20Early%20Learning%20Guidelines%209-4-2020.pdf