
Alaska PreK Emergent Literacy – Writing

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 – Writing
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 — You Say It, I Write It

Unit 3: Tell Me and I'll Write It · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What happens when the teacher writes my words?
Standards	Dictation and Storytelling -> Goal 52 Domain 5: Communication language, and literacy / Writing — Children use writing for a variety of purposes
Learning target	"I can tell you what to write."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will dictate a sentence about their drawing.
- Children will watch their words being written.

Success criteria (student-friendly)

- "I say my words."
- "I watch you write."
- "I hear you read it back."

Academic vocabulary

dictate, write, words, say, read back

Materials and technology

- Drawing paper with a writing line
- Thick markers
- Clipboards
- Chart paper
- Sentence strips

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 dictates a sentence about their work.

Family communication

Write down what the child says under their drawing.

Day 41 — My Words on Paper

Week 9, Day 1 • Unit 3 • Standards: Goal 52

Focus	Speech becomes print.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: teacher writes a child's words. Model: teacher says and writes slowly. Practice: children dictate a few words. Play: dictation at the drawing table.

Check for understanding

Child dictates words about their drawing.

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 — Watch Me Write It

Week 9, Day 2 · Unit 3 · Standards: Goal 52

Focus	Observing the writing process.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: children watch each word appear. Model: teacher narrates while writing. Practice: children watch their words. Play: dictation centre.

Check for understanding

Child attends while their words are written.

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 — Read It Back to Me

Week 9, Day 3 · Unit 3 · Standards: Goal 52

Focus	Print carries the exact message.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: teacher reads back exactly. Model: teacher points to each word. Practice: children hear their words read. Play: reading dictations.

Check for understanding

Child recognises their own dictated words.

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 — Saying More

Week 9, Day 4 · Unit 3 · Standards: Goal 52

Focus	Extending dictation length.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: add another sentence. Model: teacher extends a dictation. Practice: children add a second sentence. Play: extended dictation.

Check for understanding

Child dictates two sentences.

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 Dictation Book

Week 9, Day 5 · Unit 3 · Standards: Goal 52

Focus	Collecting dictated work.
Learning target	"I can tell you what to write."
Vocabulary in use	dictate, write, words
Local date	_____

Learning sequence

Circle: assemble a class book. Model: teacher adds a page. Practice: children contribute pages. Play: book in the library corner.

Check for understanding

Child contributes a dictated page.

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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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 52, WRITING. Goals 48, 49 and 50 are the oral language goals and are aligned to the PreK Language and Communication row; goal 51 is reading and is aligned to the PreK Emergent Literacy - Reading row. 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