
Alaska PreK Language and Communication

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	Language and Communication
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 — Words for Things We Use

Unit 3: Words for My World · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What is this really called?
Standards	Vocabulary Development -> Goal 50 Domain 5: Communication language, and literacy / Expressive language — Children communicate their thoughts, feelings and ideas with others (expressive language)
Learning target	"I can use the real name for things."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will name classroom objects precisely rather than generically.
- Children will use a new word in a sentence the same day.

Success criteria (student-friendly)

- "I say the exact word."
- "I use it in a sentence."
- "I ask when I do not know."

Academic vocabulary

scissors, easel, container, shelf, tool

Materials and technology

- Labelled object baskets
- Word wall (picture-based)
- Real tools
- Photo cards
- 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 names 4 of 5 target objects precisely.

Family communication

Send home five object words used this week.

Day 41 — That Thing Has a Name

Week 9, Day 1 · Unit 3 · Standards: Goal 50

Focus	Replacing 'thing' with the noun.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: teacher plays a character who says 'thing' for everything. Model: teacher supplies precise names. Practice: children name real objects. Play: labelled baskets.

Check for understanding

Child replaces 'thing' with a precise noun.

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 — Tools We Use

Week 9, Day 2 · Unit 3 · Standards: Goal 50

Focus	Naming classroom tools.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: introduce five tools. Model: teacher demonstrates and names each. Practice: children fetch by name. Play: tool centre.

Check for understanding

Child fetches 4 of 5 tools by 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 — Word of the Day

Week 9, Day 3 · Unit 3 · Standards: Goal 50

Focus	A daily target word routine.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: introduce the word-of-the-day routine. Model: teacher uses the word three times. Practice: children use it once each. Play: word wall card added.

Check for understanding

Child uses the target word in a 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 44 — Asking What It Is Called

Week 9, Day 4 · Unit 3 · Standards: Goal 50

Focus	Requesting a label.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: 'what is that called?' introduced. Model: teacher asks about an unfamiliar object. Practice: children ask about a mystery object. Play: mystery object box.

Check for understanding

Child asks for a label using the frame.

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 Wall

Week 9, Day 5 · Unit 3 · Standards: Goal 50

Focus	Consolidating the week's words.
Learning target	"I can use the real name for things."
Vocabulary in use	scissors, easel, container
Local date	_____

Learning sequence

Circle: review the week's words. Model: teacher uses each in a sentence. Practice: children choose a word to act out. Play: word wall stays posted.

Check for understanding

Child uses three of the week's 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.

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, located and range-checked the same way as the social-emotional row. Domain 5 comprises FIVE GOALS, 48 through 52, and THIS ROW REGISTERS THREE OF THEM -- 48 social communication, 49 receptive language and 50 expressive language, which are the ORAL language goals this row covers. GOAL 51 (READING) AND GOAL 52 (WRITING) ARE NOT REGISTERED HERE and are not taught by this product: they are the Emergent Literacy - Reading and Emergent Literacy - Writing rows' content and are aligned there instead, so no two products claim the same goal. TWO SOURCE DISCREPANCIES IN THIS DOMAIN ARE DISCLOSED RATHER THAN QUIETLY RESOLVED. Goal 50 is printed as "...with others (expressive language)" on its own page and as "...with others" on its continuation page; the fuller first printing is registered. Goal 51, which this row does not register, is printed as "appreciation and enjoyment of reading" in all four age bands and on its first continuation, and

as "appreciation and interest in reading" on its second continuation -- the form printed everywhere else is the one this series uses. Both were found by requiring repeated printings of a goal to agree. Retrieved 2026-07-27 from https://education.alaska.gov/State_Board/january2021/6A.2%20Early%20Learning%20Guidelines%209-4-2020.pdf