
Arizona 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	Arizona
Grade	PreK (Early Childhood)
Subject	Emergent Literacy – Reading
Course category	Early Learning Domain
Standards family	English Language Arts / Literacy
Framework	Arizona Early Learning Standards (3rd Edition)
Issuing agency	Arizona Department of Education
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 → Language and Literacy, Strand 2, Concept 1, indicator e, Language and Literacy, Strand 2, Concept 3, indicator e, Language and Literacy, Strand 2, Concept 5, indicator a — 3 standards; full text in the standards table
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: Language and Literacy, Strand 2, Concept 1, indicator e, Language and Literacy, Strand 2, Concept 3, indicator e, Language and Literacy, Strand 2, Concept 5, indicator a

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: Language and Literacy, Strand 2, Concept 1, indicator e, Language and Literacy, Strand 2, Concept 3, indicator e, Language and Literacy, Strand 2, Concept 5, indicator a

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: Language and Literacy, Strand 2, Concept 1, indicator e, Language and Literacy, Strand 2, Concept 3, indicator e, Language and Literacy, Strand 2, Concept 5, indicator a

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: Language and Literacy, Strand 2, Concept 1, indicator e, Language and Literacy, Strand 2, Concept 3, indicator e, Language and Literacy, Strand 2, Concept 5, indicator a

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: Language and Literacy, Strand 2, Concept 1, indicator e, Language and Literacy, Strand 2, Concept 3, indicator e, Language and Literacy, Strand 2, Concept 5, indicator a

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.
- Not affiliated with or endorsed by Arizona Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

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.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Arizona Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.azed.gov/ece/early-childhood-education> and local school or district guidance.

Source citation

Arizona Department of Education. Arizona Early Learning Standards (3rd Edition). Transcribed verbatim from the Arizona Department of Education standards document on 2026-08-03. 27 standards transcribed for this row. ARIZONA MARKS SOME STANDARDS WITH AN ASTERISK; that asterisk flags a cluster reported on the state assessment and IS NOT PART OF THE IDENTIFIER, so it is not printed here. THE STRAND-TO-CODE MAPPING IS MECHANICAL. The framework groups do not correspond to this plan's teaching strands, so the codes are spread evenly across them. The claim is only that the strand teaches these standards -- no finer correspondence is asserted. NO CODE HERE WAS INFERRED, COMPLETED OR CORRECTED -- what Arizona prints is what appears. This product is not affiliated with, endorsed by, or reviewed by the Arizona Department of Education. Verify alignment against the current official document before school submission. Retrieved 2026-07-27 from <https://www.azed.gov/ece/early-childhood-education>