
Arizona 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	Arizona
Grade	PreK (Early Childhood)
Subject	Language and Communication
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 — 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 → Language and Literacy, Strand 1, Concept 2, indicator a Arizona Early Learning Standards (3rd Edition) / Language and Literacy — Communicates needs, wants, ideas, and feelings through three to five word sentences. Language and Literacy, Strand 1, Concept 3, indicator a Arizona Early Learning Standards (3rd Edition) / Language and Literacy — With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety
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.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
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: Language and Literacy, Strand 1, Concept 2, indicator a, Language and Literacy, Strand 1, Concept 3, indicator a

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

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

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

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

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

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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. 15 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>